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ABSTRACT

Designed as a resource guide for teachers, the manual provides information on procedures and forms for developing individualized education programs (IEPs) for handicapped students. An introductory session reviews the purpose of P.L. 94-142 (Education for All Handicapped Children Act) and the law's requirements for IEPs. Presented are sample IEP forms and directions for completing the forms. Among additional IEP-related forms and procedures considered are flow charts for gifted students, forms requesting an IEP planning meeting, referral forms, notification forms, and due process procedures. A fourth section explains the policies and working procedures of Montgomery County (Pennsylvania) Intermediate Unit regarding IEPs. The bulk of the document consists of appended information, including sample IEPs for students with 15 types of handicapping conditions, and questions and answers on such related areas as IEP content and parental involvement. (CL)

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A TEACHER MANUAL FOR THE IMPLEMENTATION OF PUBLIC LAW 94-142

PROJECT AID

FEBRUARY 1978

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Barton B. Proger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

THIS MANUAL DESCRIBES THE FORMS AND PROCEDURES OF THE IEP PROCESS BEING USED BY THE MONTGOMERY COUNTY INTERMEDIATE UNIT. TEACHERS EMPLOYED BY SCHOOL DISTRICTS AND APPROVED PRIVATE SCHOOLS IN MONTGOMERY COUNTY SHOULD CONSIDER THESE AS SUGGESTED FORMS AND PROCEDURES AND ARE URGED TO CHECK WITH THEIR LOCAL SCHOOL ADMINISTRATORS FOR LOCAL PROCEDURES.

PREFACE

This manual has been designed as a resource guide for teachers on Public Law 94-142 and the IEP process. It is part of the support activities for 1977-1978 offered by Project AID (Assistance for IEP Development), the Montgomery County Intermediate Unit's Individualized Education Program (IEP) special assistance project to constituent School Districts, Intermediate Unit Programs, Approved Private Schools, Area Vocational-Technical Schools, Private Licensed Facilities, State Schools and Hospitals, Non-Public Schools, and other human service agencies.

The forms and procedures described are those being used by the Montgomery County Intermediate Unit. Teachers employed by Montgomery County School Districts and Approved Private Schools should consult local school administrators for local procedures.

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PURPOSE OF PUBLIC LAW 94-142

On November 29, 1975, President Gerald Ford signed a new Federal bill into law. It is called the "Education for All Handicapped Children Act." This act is the latest in a series of amendments to the Elementary and Secondary Education Act of 1965. Although this particular legislation does not include the gifted and talented in its definition, the State of Pennsylvania does include them in their regulations.

The Purpose of the Law:

There are four basic purposes of the law. First, the law assures that all exceptional students have available to them a free appropriate public education. The emphasis is placed on special education and related services designed to meet these students unique needs. The act states that this free appropriate education must meet several criteria. (1) It must be a public expense with no cost to the parents or guardians of the student. (2) It must meet the standards set by the State Department of Education. (3) It must include appropriate preschool, elementary or secondary school education; and (4) it must include an Individualized Education Program. (The law specifies these timelines: exceptional students ages 3 - 18 must have a free appropriate public education available to them not later than September 1, 1978. Not later than September 1, 1980, the ages expand to 3 - 21.)

Second, the law insures that the rights of exceptional students and their parents are protected.

Third, the law is designed to assist states and localities to provide for the education of all exceptional students.

Finally, the law is to measure and insure the effectiveness of efforts to educate exceptional students.

Definition of an Individualized Education Program

An Individualized Education Program (IEP) is a summary document reflecting a student's program for a year. It can be defined as a written statement containing educational objectives and services available to each exceptional student. Educational objectives and services include a summary of instruction and related services necessary to meet the needs of each exceptional student. These would be formulated from an evaluation of the student and his environment. The law establishes that this document must be reviewed and/or revised annually. The components of the plan are:

1. Present Educational Levels:

   Present Educational Levels are written statements which reflect the present levels of the student's educational performance.

2. Annual Goals:

   Annual goals reflect what is to be accomplished with the student on a long-term basis.

3. Short-Term Objectives:

Short-term objectives are the intermediate steps which will facilitate the reaching of the annual goals. Short-term objectives must include the terminal behavior, the condition, and objective criteria for determining whether the objectives are being achieved.

4. Statement of Integration:

The statement of integration must reflect the extent to which the student will be able to participate in regular education.

5. Primary Assignment and Related Services:

The Primary Assignment must list the special education placement as listed in State Standards (i.e., Self-Contained Learning Disabilities class). Related services include developmental, coorective, and other supportive services that are required to assist an exceptional student to benefit from special education. This component must include transportation and physical education.

6. Special Media and Materials:

Any special media and materials that are necessary for a student to benefit from special education and that are not normally found in a classroom must be listed on the IEP.

7. Dates:

Dates which must be specified include:

a. Date of annual review
b. Date for beginning a program and service
c. Date of anticipated duration of programs and services.

The Purpose of an Individualized Education Program (IEP)

A properly developed IEP will provide educators with a plan for meeting the strengths and weaknesses of the student. The proposed IEP development procedures offer parents a unique opportunity to give their input on what their child's educational program might include. The IEP document and process should form a basis of communication between parents and teachers.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE ____________________

Student's Name: ____________________

Birthdate: ____________________

Participants in IEP Development & Writing:

Name	Title

Current Assignment: ____________________

Date Written: ____________________

Date of Annual Review: ____________________

Operating Agent: ____________________

Person responsible for Implementation of Program: ____________________

Date of IEP Planning Meeting: ____________________

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES

____

____

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES

SPECIAL MEDIA OR MATERIALS: ____________________

____

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME_________________________

DATE IEP WRITTEN______________________

PRESENT EDUCATION LEVELS
Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

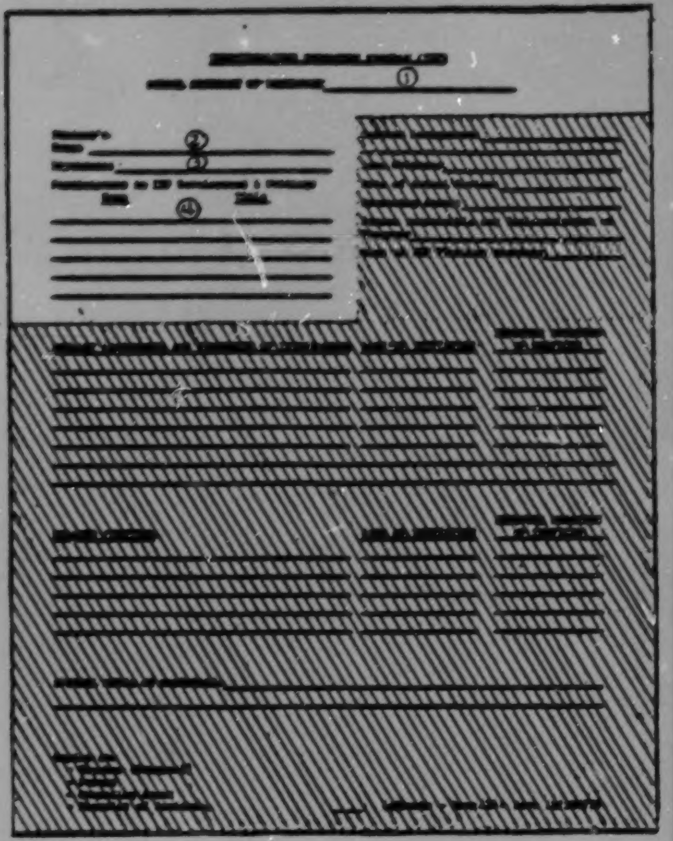
(AID:mlm - Form 13B - Rev. 11/30/77)

STUDENT NAME ____________________

DATE IEP WRITTEN ____________________

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)

(AID:mlm - Form 13C - Rev. 11/30/77/)



DIRECTIONS TO COMPLETE

PAGE 1 OF IEP FORM (FORM 13A)

1. School District of Residence - List the full name of the school district where the student lives. If the student resides in a Private Licensed Facility, list the school district in which the Private Licensed Facility is located. For students who reside in Approved Private Schools, the student's home district should be listed.

2. Student's Name - List the student's full name, last name first.

3. Birthdate - List month, day and year.

4. Participants in IEP Development and Writing
   A. For Newly Identified Students - List the names and titles of all participants in the IEP Planning meeting. At the least this should include:

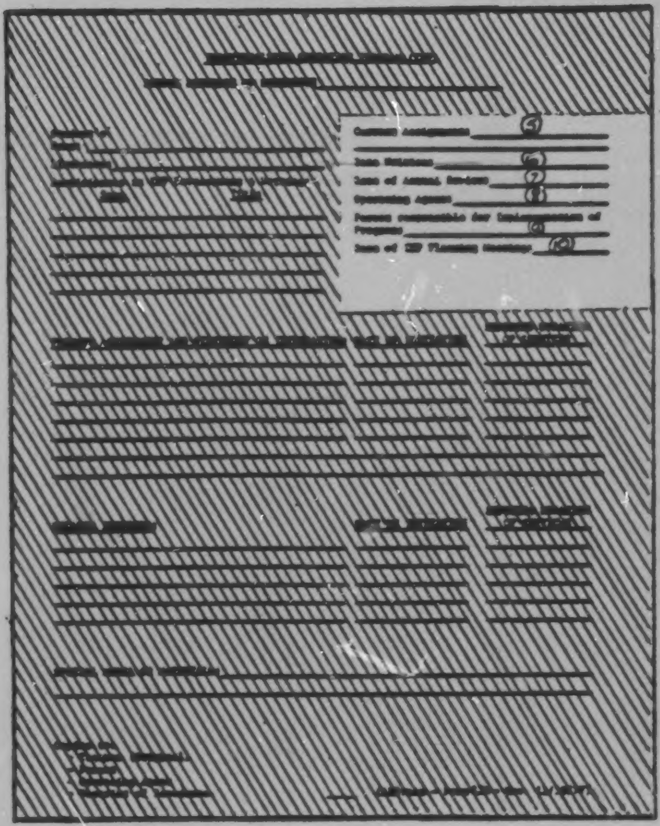
      The LEA Representative
      Member of the Evaluation Team
      The parent(s) if they elected to come
      The student if appropriate
      "The teacher of the person" (Sec. 341.16)
      Representative of the agency of intended placement (District, I.U. or APS)
      All others in attendance

      If through some unforseen circumstances, the Itinerant Specialist is unable to attend the IEP Planning Meeting and an overlay itinerant program (such as speech, hearing, or vision) is to be included in the Primary Assignment of the IEP; the Itinerant's name and title should be listed as a participant because they will have supplied the diagnostics for that assignment and will develop that portion of the IEP.

   B. For Continuing Placements - List the names and titles of all participants in the IEP Planning Meeting. At the least this should include:

      The LEA Representative
      "The teacher of the person" (Sec. 341.16)
      The parents if they elected to attend
      The student if appropriate
      All others in attendance

      If an overlay itinerant program (such as speech, hearing, or vision) is to be included in the Primary Assignment of the IEP, and the Itinerant providing that program is unable to attend the IEP Planning Meeting, their name should be listed because they are responsible for part of the development of the IEP.



5. Current Assignment - For newly identified students, list where they are presently enrolled. List grade if appropriate. If the student's current assignment is a special education program, the assignment should be listed as one of the following:

   Educable Mentally Retarded Elementary
   Educable Mentally Retarded Secondary
   Trainable Mentally Retarded Elementary
   Trainable Mentally Retarded Secondary
   Severely and Profoundly Mentally Retarded
   Learning and Adjustment Elementary
   Learning and Adjustment Middle School
   Learning and Adjustment Secondary
   Learning Disabilities Elementary
   Learning Disabilities Middle School
   Learning Disabilities Secondary
   Hearing Impaired Elementary
   Hearing Impaired Secondary
   Speech and Language Elementary
   Speech and Language Secondary
   Physically Handicapped Elementary
   Physically Handicapped Secondary
   Detention Elementary
   Detention Secondary
   Visually Handicapped Elementary
   Visually Handicapped Secondary
   Gifted Elementary
   Gifted Middle School
   Gifted Secondary

6. Date Written - The date written must be listed as month, day and year. This is not the effective date of the IEP. The effective date of the IEP is the date the Due Process is approved by the parents.

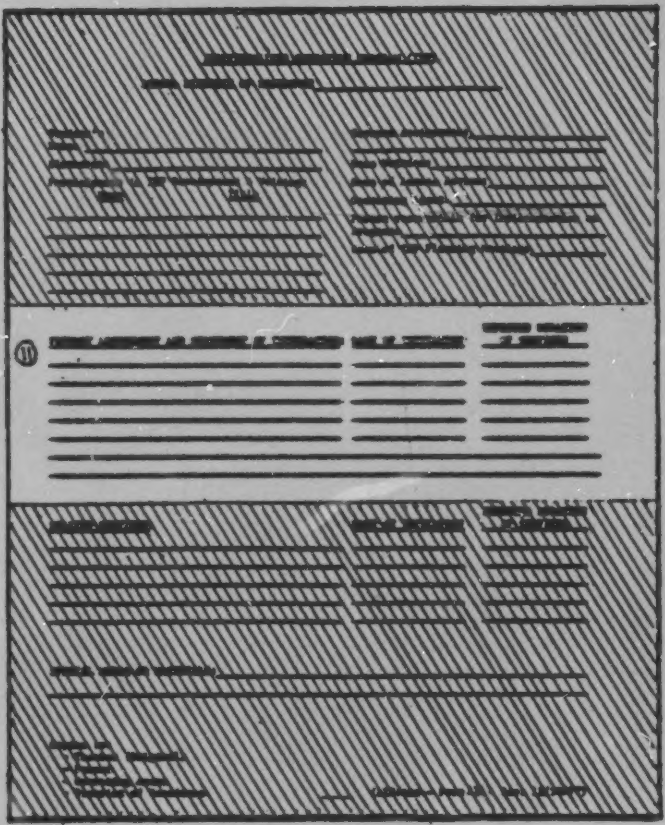
7. Date of Annual Review - The annual review date must be stated as month, day, and year. It should be stated as exactly one year from the date written.

8. Operating Agent - District Program - Name of the School District
   I.U. Program - Name of I.U.
   Approved Private School - Name of APS

9. Person Responsible for the Implementation of the Program (This is being defined by PDE as the person responsible to monitor the student's IEP to insure that it is being carried out).

   District Operated Programs - the building Principal or Supervisor of Special Education or Director of Pupil Personnel.
   I.U. Operated Programs - The Supervisor or Coordinator of the program.
   Approved Private Schools - The name of the Superintendent of the District of Residence and the Principal of the Approved Private School.

10. Date of IEP Planning Meeting - The date the meeting was held. If more than one meeting was held, all dates should be listed.



11. Primary Assignment & Statement of Integration

A. Primary Assignment

1. **Placement** - The Primary Assignment must list the special education placement as listed in State Standards. (See below) Please write out the full name of the program rather than using initials. For students who will also have an overlay program of speech, language, hearing, or vision, these must also be listed under Primary Assignment.

   Educable Mentally Retarded Elementary
   Educable Mentally Retarded Secondary
   Trainable Mentally Retarded Elementary
   Trainable Mentally Retarded Secondary
   Severely and Profoundly Retarded
   *Socially Emotionally Disturbed/Brain Injured Elementary
   *Socially Emotionally Disturbed/Brain Injured Secondary
   Learning Disabilities Elementary
   Learning Disabilities Secondary
   Hearing Impaired Elementary
   Hearing Impaired Secondary
   Speech and Language Elementary
   Speech and Language Secondary
   Physically Handicapped Elementary
   Physically Handicapped Secondary
   Detention Elementary
   Detention Secondary
   Visually Handicapped Elementary
   Visually Handicapped Secondary
   Gifted Elementary
   Gifted Secondary

   *For I.U. operated Learning and Adjustment programs, Primary Assignment must be listed as they are in samples.

2. **Date of Initiation** - The date of initiation should be stated as month and year for each primary assignment.

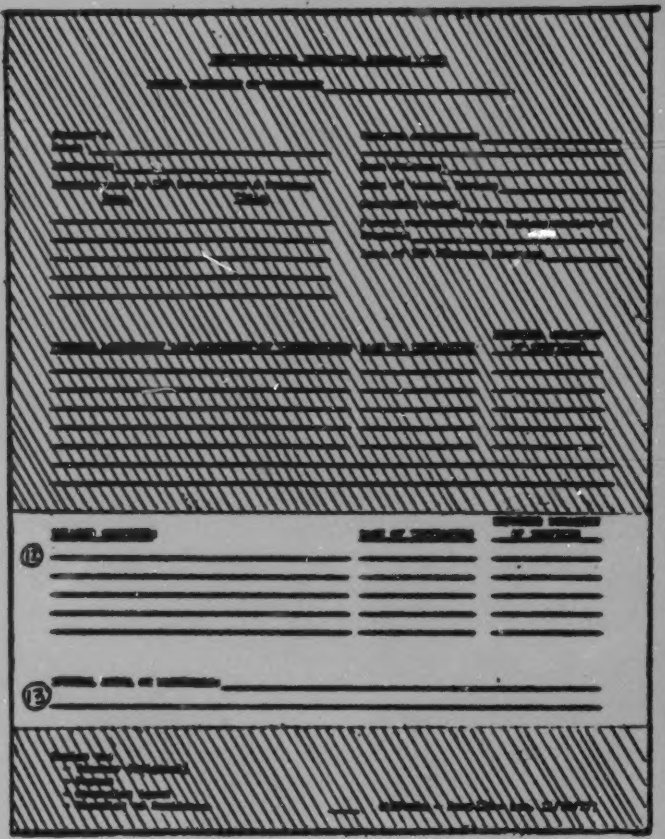
3. **Expected Duration of Services** - The expected duration date must be within one year of the effective date. Duration could be listed as month and year or stated as "ongoing".

B. Statement of Integration

Statement of Integration - A statement of integration must be listed. It should indicate in what areas the student participates in regular education or that the student does not participate in regular education.

12. Related Services - Bus transportation must be included. If a student walks to school or the parents opt to drive their child to school, bus transportation still must be listed as available.

    The type of physical education program must also be listed. If a student is to receive both regular physical education and adaptive physical education, both are to be listed. If the student participates in adaptive physical education and the program is adapted for the entire class and not that particular student, goals and objectives do not have to be listed. If the adaptive physical education program is adapted for the specific student, goals and objectives must always be listed. However, for children who receive only an itinerant service, and in addition, receive regular physical education and adaptive physical education, goals and objectives for adaptive physical education need not be listed on the IEP.



The following should also be listed under related services if appropriate: Physical Therapy, Occupational Therapy, medical services for diagnostic purposes only, counseling services, art, music, and dance therapy if they are required to assist an exceptional child to benefit from Special Education.

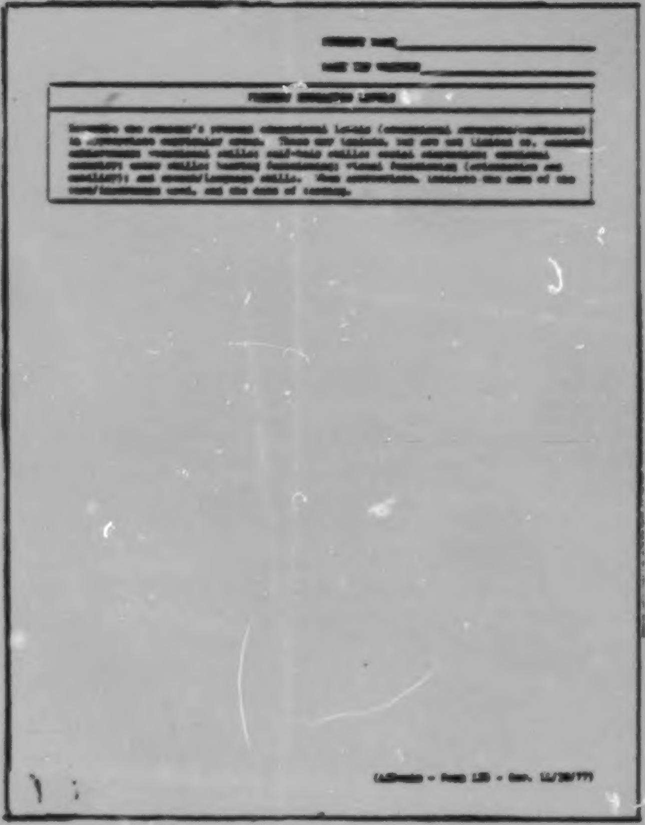
For students in SED/BI programs, related services could be listed as: Transportation, Regular and/or Adaptive Physical Education, Liaison with Family Through Social Worker, Group Therapy under Direction of Consulting Psychiatrist/Psychologist, Periodic Reevaluations by Consulting Psychiatrist, MIT as Consultant in Curriculum and Educational Programming.

Date of anticipated initiation should be listed as month and year. The duration date can also be listed as month and year or stated as "on-going".

13. Special Media or Materials - List those special materials necessary for a student to participate in the program; i.e., wheelchairs, helmets, Braille texts, crutches, ramps, electronic communication boards, etc.

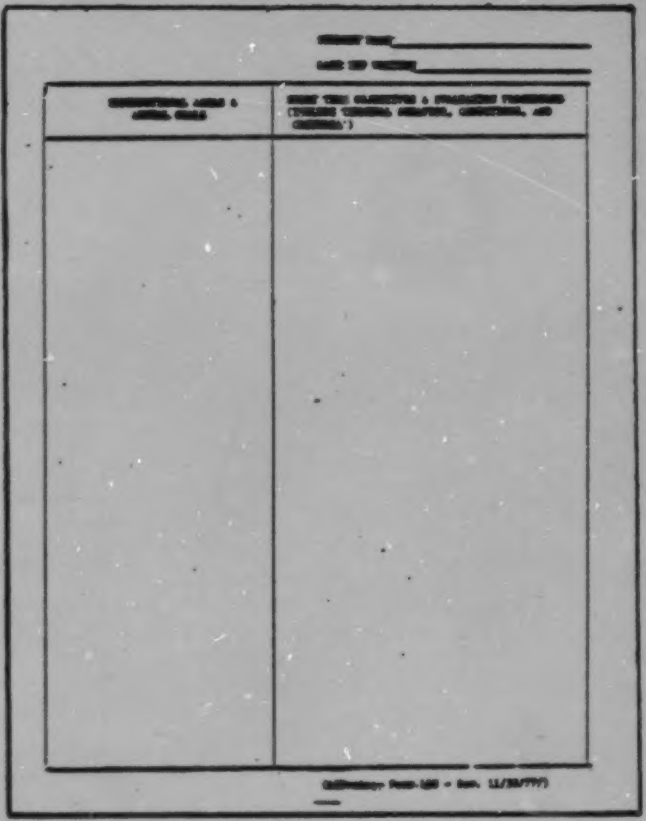
DIRECTIONS TO COMPLETE

PAGE 2 OF IEP FORM (FORM 13B)



Information reported in the Present Education Levels Section should reflect how the student is functioning at the time the I.E.P. is written. It should emphasize educationally relevant data for a curriculum area or instructional area. Assessments should be listed with a brief explanation of what the scores indicate. I.Q. scores should be avoided unless they provide educationally relevant data. Informal assessments, progress reports and criterion referenced tests can provide more educationally pertinent data than standardized achievement tests.

The present Education Levels should directly relate to annual goals and short-term objectives. Data should be reported for each instructional area in which annual goals are specified. Annual goals should be derived from assessment data which indicates areas of weakness or target areas of instruction. Rather than describe all the skills the student has mastered, it is best to focus on the levels in different areas where the student's skills begin to break down. The Present Education Levels should describe present skills rather than what should be taught or be a justification for placement.



DIRECTIONS TO COMPLETE

PAGE 3 OF IEP FORM (FORM 13C)

The left hand column of the page should list the instructional areas and the annual goals for each instructional area.

Annual goals are written statements of what the student is expected to learn from the prescribed educational program. They represent broad targets of the student's program and the expected educational growth which can take place over the academic year.

Annual goals should be general in scope, yet specific enough to focus instruction in appropriate curricular areas. Because specific measurement of achievement will be indicated in the short term objectives, it is not essential that the annual goals be stated in behavioral terms.

Annual goals should be supported by the reported assessment data. The goals should address the curriculum content subdivision rather than the content area itself. (i.e., "displays increased ability to read" rather than "demonstrates increased ability to apply phonics skills".)

The annual goals should not focus on projected gain scores or movement within a specific curriculum. (i.e., grade equivalents or specific levels of reading series.)

The right hand column should list the short term objectives for each annual goal. The short term objectives represent smaller, more manageable learning tasks a student must master on the way to achieving the more general annual goals. Because the objectives are derived from the annual goals, they should clearly describe learning tasks which would allow one to determine if the annual goals are achieved.

The short term objectives should contain the condition (under what circumstances the student will perform the task), the terminal behavior (what the student will do), and the criteria (how well the student must perform the task). When the sequence of instruction makes a difference, the short term objectives should be presented in the appropriate hierarchial order.

EXAMPLES OF PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION

The following are sample statements for each exceptionality of Primary Assignment and Statement of Integration: (Note: Level should be written as either Elementary or Secondary.)

PHYSICALLY HANDICAPPED STUDENTS

1. Example for Placement in Self-contained Class.
   Physically Handicapped __(Level)__.
   One would write the following on the bottom two lines: "It is not appropriate for this student to be integrated into the mainstream of regular education at this time."
2. Example for Placement in an Integrated Class.
   Physically Handicapped __(Level)__.
   One would write the following on the bottom two lines: "__(Student's Name)__ participates in educational programs in __(List subject area)__.

SPEECH ONLY STUDENTS

1. Regular Education
   Speech
   One would write the following on the bottom two lines: "Student participates in regular education for all classes except Speech Therapy".

MENTALLY RETARDED STUDENTS

1. Example for Placement in Self-contained Severely and Profoundly Mentally Retarded Class.
   Severely and Profoundly Mentally Retarded __(Level)__.
   One would write the following on the bottom two lines: "It is not appropriate for this student to be integrated into the mainstream of regular education at this time".
2. Example for Placement in Self-contained Trainable Mentally Retarded Class.
   Trainable Mentally Retarded __(Level)__.
   One would write on the bottom two lines: "It is not appropriate for this student to be integrated into the mainstream of regular education at this time".
3. Example for Placement in an Integrated Trainable Mentally Retarded Class.
   Trainable Mentally Retarded __(Level)__.
   One would write on the bottom two lines: "__(Student's Name)__ is integrated into regular education for __(List subject area)__".
4. Example for Placement in an Educable Mentally Retarded Class.
   Educable Mentally Retarded __(Level)__.
   One would write on the bottom two lines: "The student participates in regular education for __(List subject areas)__".

LEARNING AND ADJUSTMENT STUDENTS

1. Example for Placement in a Self-contained Class with no integration at the present time.
   Self-contained Learning and Adjustment for SED/BI (Level) Class with integration in a regular class(es) to be determined daily if and when (Student's Name) can benefit from such placement.
2. Example for Placement in a Self-contained Class with existing integration.
   Self-contained Learning and Adjustment for SED/BI (Level) Class with integration in a regular class(es) to be determined daily if and when (Student's Name) can benefit from such placement. Currently (Student's Name) is integrated into regular education class(es) for (Indicate appropriate subjects).
3. Example for Placement in a Resource Room part-time.
   Regular __________ grade with Learning and Adjustment SED/BI Resource Room for academics and group therapy if and when such Resource Room placement would be appropriate.
4. Example for Placement in a Learning and Adjustment program if the student is only part-time in regular education, most of the day in Resource Room.
   Learning and Adjustment for Socially and Emotionally Disturbed/Brain Injured Resource Room with regular __________ grade integration to be determined daily if and when (Student's Name) can benefit from such placement.
   Currently (Student's Name) is integrated into regular education class(es) for (Indicate appropriate subjects).

LEARNING DISABILITIES STUDENTS

1. Example for Placement in a Self-contained Class.
   Self-contained Learning Disabilities Class (Level) with academic integration in a regular class program if and when (Student's Name) can benefit from such placement. In addition, (Student's Name) will be integrated into regular education classes for Music, Art, and Gym.
2. Example for Placement in a Resource Room.
   Regular class program __________ grade with Learning Disabilities Resource Room instruction in (Indicate appropriate subjects).

HEARING IMPAIRED STUDENTS

1. Example for Placement in a Self-contained Class with partial integration.
   Hearing Impaired (Level).
   One would write on the bottom two lines: "Currently (Student's Name) is integrated into regular education classes for (Indicate appropriate subjects)".
2. Example for Placement in a Self-contained Class with no integration.
   Hearing Impaired (Level).
   One would write on the bottom two lines: "At this time (Student's Name) will not be integrated into regular education".
3. Example of Placement in Regular Education with Itinerant Services.
   Regular Education
   Hearing Impaired
   One would write on the bottom two lines: " (Student's Name) will participate in regular education classes except for scheduled itinerant hearing services".

VISUALLY IMPAIRED STUDENTS

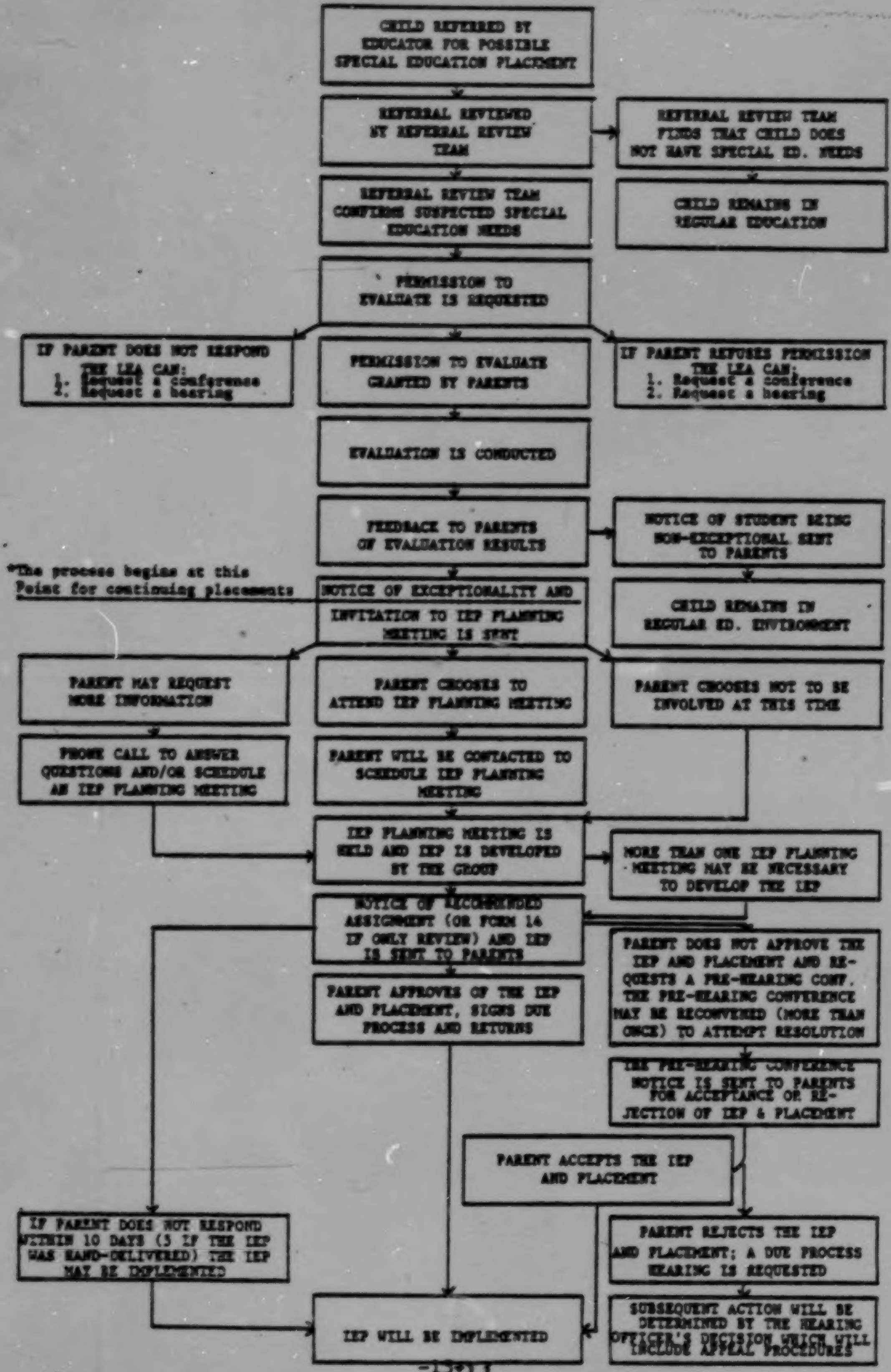
1. Example for Placement in an integrated Class.
   Visually Impaired ___(Level)___.
   One would write on the bottom two lines: "If and when appropriate, ___(Student's Name)___ will be integrated into regular education classes for ___(Indicate subjects)___ ___" or "Currently ___(Student's Name)___ is integrated into regular education class(es) for ___(Indicate subjects)___".
2. Example for Placement in a Self-contained Class.
   Visually Impaired ___(Level)___.
   One would write on the bottom two lines: "It is not appropriate for ___(Student's Name)___ ___ to be integrated into regular education classes at this time".
3. Example for Placement in Regular Education with Itinerant Vision Services.
   Regular Education
   Visually Impaired
   One would write on the bottom two lines: "___(Student's Name)___ is integrated in regular education classes except for scheduled itinerant vision services".
4. Example for Placement in Regular Education - Contact Student.
   Regular Education
   Visually Impaired
   One would write on the bottom two lines: "___(Student's Name)___ is integrated into regular education class with itinerant vision consultation".

GIFTED

1. Regular Education
   Gifted
   In ___________ Program with integration in regular education for all other subject areas.
   In AP Class(es) ___________ and ___________, Honors Class(es) in ___________ and ___________ and integrated in regular education for all remaining classes.
   One would write on the bottom two lines: "Student participates in regular education for all classes except ___(Enrichment Classes)___ or ___(Academically Talented - Math and Science)___".

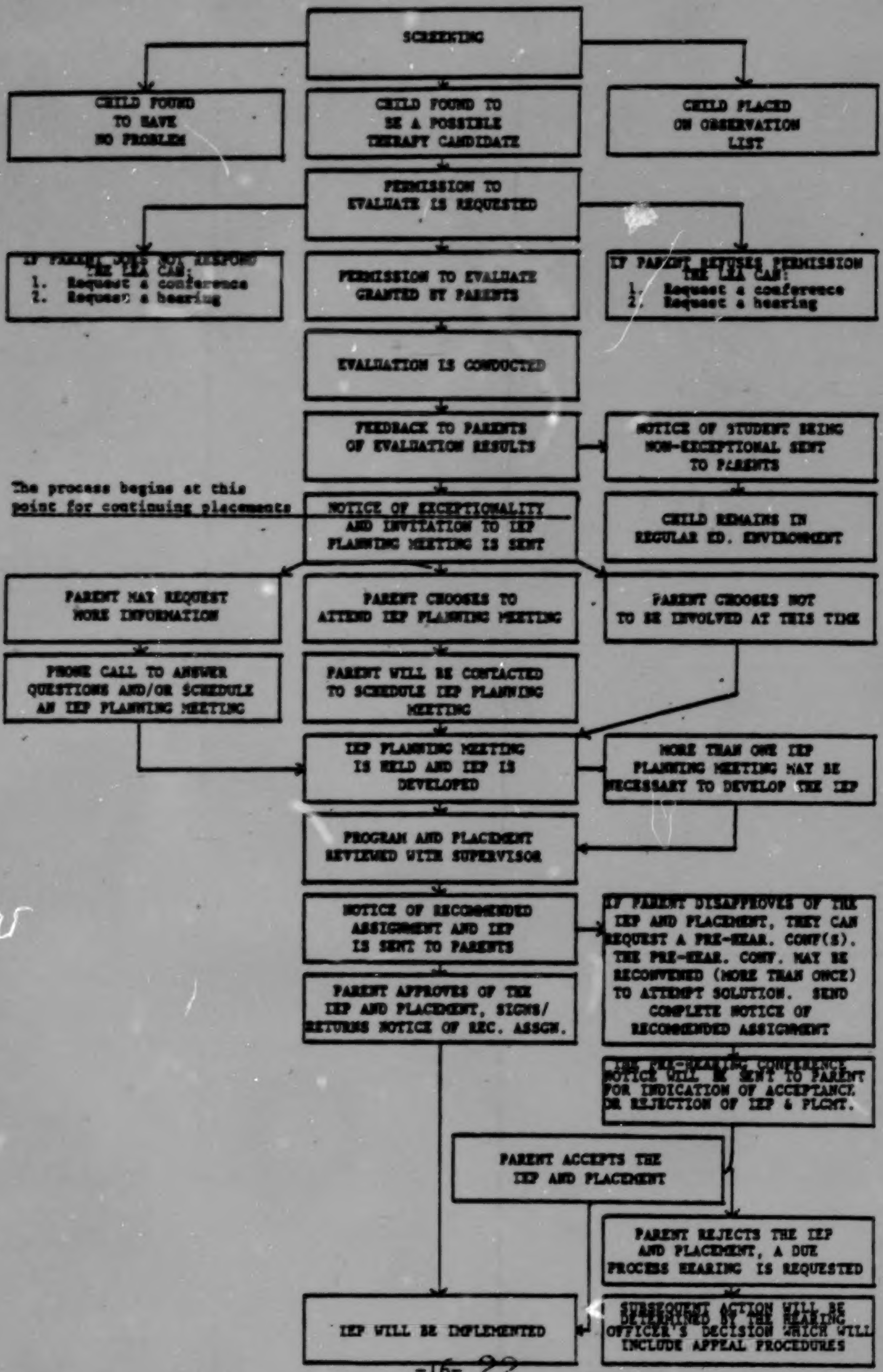
MONTGOMERY COUNTY INTERMEDIATE UNIT

PROCEDURES FOR IEP DEVELOPMENT FOR NEWLY ENTERING CHILDREN


CHILD REFERRED BY EDUCATOR FOR POSSIBLE SPECIAL EDUCATION PLACEMENT
REFERRAL REVIEWED BY REFERRAL REVIEW TEAM
REFERRAL REVIEW TEAM FINDS THAT CHILD DOES NOT HAVE SPECIAL ED. NEEDS
REFERRAL REVIEW TEAM CONFIRMS SUSPECTED SPECIAL EDUCATION NEEDS
CHILD REMAINS IN REGULAR EDUCATION
PERMISSION TO EVALUATE IS REQUESTED
IF PARENT DOES NOT RESPOND THE LEA CAN: 1. Request a conference 2. Request a hearing
PERMISSION TO EVALUATE GRANTED BY PARENTS
IF PARENT REFUSES PERMISSION THE LEA CAN: 1. Request a conference 2. Request a hearing
EVALUATION IS CONDUCTED
FEEDBACK TO PARENTS OF EVALUATION RESULTS
NOTICE OF STUDENT BEING NON-EXCEPTIONAL SENT TO PARENTS
*The process begins at this Point for continuing placements
NOTICE OF EXCEPTIONALITY AND INVITATION TO IEP PLANNING MEETING IS SENT
CHILD REMAINS IN REGULAR ED. ENVIRONMENT
PARENT MAY REQUEST MORE INFORMATION
PARENT CHOOSES TO ATTEND IEP PLANNING MEETING
PARENT CHOOSES NOT TO BE INVOLVED AT THIS TIME
PHONE CALL TO ANSWER QUESTIONS AND/OR SCHEDULE AN IEP PLANNING MEETING
PARENT WILL BE CONTACTED TO SCHEDULE IEP PLANNING MEETING
IEP PLANNING MEETING IS HELD AND IEP IS DEVELOPED BY THE GROUP
MORE THAN ONE IEP PLANNING MEETING MAY BE NECESSARY TO DEVELOP THE IEP
NOTICE OF RECOMMENDED ASSIGNMENT (OR FORM 14 IF ONLY REVIEW) AND IEP IS SENT TO PARENTS
PARENT APPROVES OF THE IEP AND PLACEMENT, SIGNS DUE PROCESS AND RETURNS
PARENT DOES NOT APPROVE THE IEP AND PLACEMENT AND REQUESTS A PRE-HEARING CONF. THE PRE-HEARING CONFERENCE MAY BE RECONVENED (MORE THAN ONCE) TO ATTEMPT RESOLUTION
THE PRE-HEARING CONFERENCE NOTICE IS SENT TO PARENTS FOR ACCEPTANCE OR REJECTION OF IEP & PLACEMENT
PARENT ACCEPTS THE IEP AND PLACEMENT
IF PARENT DOES NOT RESPOND WITHIN 10 DAYS (5 IF THE IEP WAS HAND-DELIVERED) THE IEP MAY BE IMPLEMENTED
PARENT REJECTS THE IEP AND PLACEMENT; A DUE PROCESS HEARING IS REQUESTED
IEP WILL BE IMPLEMENTED
SUBSEQUENT ACTION WILL BE DETERMINED BY THE HEARING OFFICER'S DECISION WHICH WILL INCLUDE APPEAL PROCEDURES

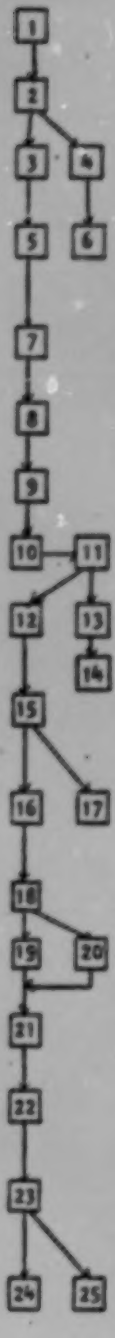
MONTGOMERY COUNTY INTERMEDIATE UNIT
PROJECT AID: ASSISTANCE for IEP DEVELOPMENT

SPEECH and LANGUAGE REFERRAL PROCEDURE - I.U. INITIATED


SCREENING
CHILD FOUND TO HAVE NO PROBLEM
CHILD FOUND TO BE A POSSIBLE THERAPY CANDIDATE
CHILD PLACED ON OBSERVATION LIST
PERMISSION TO EVALUATE IS REQUESTED
IF PARENT DOES NOT RESPOND THE LEA CAN: 1. Request a conference 2. Request a hearing
PERMISSION TO EVALUATE GRANTED BY PARENTS
IF PARENT REFUSES PERMISSION THE LEA CAN: 1. Request a conference 2. Request a hearing
EVALUATION IS CONDUCTED
FEEDBACK TO PARENTS OF EVALUATION RESULTS
NOTICE OF STUDENT BEING NON-EXCEPTIONAL SENT TO PARENTS
The process begins at this point for continuing placements
NOTICE OF EXCEPTIONALITY AND INVITATION TO IEP PLANNING MEETING IS SENT
CHILD REMAINS IN REGULAR ED. ENVIRONMENT
PARENT MAY REQUEST MORE INFORMATION
PARENT CHOOSES TO ATTEND IEP PLANNING MEETING
PARENT CHOOSES NOT TO BE INVOLVED AT THIS TIME
PHONE CALL TO ANSWER QUESTIONS AND/OR SCHEDULE AN IEP PLANNING MEETING
PARENT WILL BE CONTACTED TO SCHEDULE IEP PLANNING MEETING
IEP PLANNING MEETING IS HELD AND IEP IS DEVELOPED
MORE THAN ONE IEP PLANNING MEETING MAY BE NECESSARY TO DEVELOP THE IEP
PROGRAM AND PLACEMENT REVIEWED WITH SUPERVISOR
NOTICE OF RECOMMENDED ASSIGNMENT AND IEP IS SENT TO PARENTS
IF PARENT DISAPPROVES OF THE IEP AND PLACEMENT, THEY CAN REQUEST A PRE-HEAR. CONF(S). THE PRE-HEAR. CONF. MAY BE RECONVENED (MORE THAN ONCE) TO ATTEMPT SOLUTION. SEND COMPLETE NOTICE OF RECOMMENDED ASSIGNMENT
PARENT APPROVES OF THE IEP AND PLACEMENT, SIGNS/ RETURNS NOTICE OF REC. ASSGN.
THE PRE-HEARING CONFERENCE NOTICE WILL BE SENT TO PARENT FOR INDICATION OF ACCEPTANCE OR REJECTION OF IEP & PLCMT.
PARENT ACCEPTS THE IEP AND PLACEMENT
PARENT REJECTS THE IEP AND PLACEMENT, A DUE PROCESS HEARING IS REQUESTED
IEP WILL BE IMPLEMENTED
SUBSEQUENT ACTION WILL BE DETERMINED BY THE HEARING OFFICER'S DECISION WHICH WILL INCLUDE APPEAL PROCEDURES

ITINERANT REFERRAL PROCEDURE

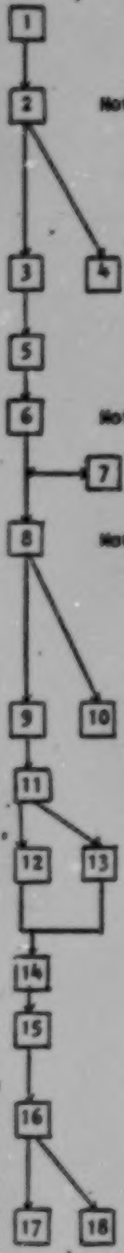
SPEECH/LANGUAGE
(District Initiated)



1. Referral to Principal by parents reg./spec. ed. tcher., school nurse, and other professional employees (sec. 341.12 (d)).
2. Referral reviewed by Referral Review Team (may include principal, present tcher., sch. psych.).
3. Referral Review Team confirms suspected special educational needs.
4. Referral Review Team confirms suspected special educational needs as non-special education needs.
5. Referral forwarded to Director of Pupil Services. Notice of Referral for Evaluation sent to parents (as per sec. 341.12 (e)). If parent does not give permission, see sec. 1A BEC 42-77.
6. Child remains in regular education environment.
7. District makes written request to I.U. Coordinator of Psychological Services for diagnostic services. Copy of parental authorization to test and desclaimer accompany request.
8. I.U. Program Supervisor notifies staff of request to evaluate.
9. Evaluation completed by itinerant staff within ten days of receipt of evaluation request from I.U. program supervisor.
10. Results of evaluation reviewed by I.U. program supervisor and returned to Director of Pupil Services.
11. Evaluation completed. Parent may be contacted for feedback conference (see sec. 1A BEC 42-77).
12. Notice of student being Exceptional sent to parents and request for participation in an IEP Planning Conference (as per sec. 341.13 (g)(2)).
13. Notice of student being non-Exceptional sent to parents (as per sec. 341.13 (g)(1)).
14. Child remains in regular education environment.
15. IEP Planning Conference is held (as per sec. 341.15 and 341.16).
16. Parent attends IEP Conference with (1) LEA representative and clinician, if only speech/language services are being considered, or (2) sch. psych., tchor. of the child, LEA representative, clinician, if other special education services are also being planned.
17. Parent may choose not to attend IEP Planning Conference, but those professionals listed in item #14 shall meet (as per sec. 341.16 (b)(2)).
18. Formal IEP is written after planning conference.
19. If only speech/language services needed, Recommended IEP Program and Placement forwarded to I.U. program supervisor for approval.
20. If other sp. education services are also needed, the speech/language component of the recommended IEP will be forwarded to I.U. program supervisor for approval.
21. I.U. Program Supervisor will return IEP for speech/language services with recommendations, to Director of Pupil Services.
22. Due Process Notice and recommended IEP Program and Placement submitted to Superintendent or designee for approval.
23. Due Process Notice and recommended IEP Program and Placement sent to parent (as per sec. 341.16 (d)); see BEC 42-77 for Sample Format: Speech and Language Impaired.
24. Pre-hearing Conference is held, if requested by parent. If no resolution, see sec. 341.18 (a) and (b) for Relation to Hearing and BEC 42-77, pages 4 and 5 of Notice of Recommended Assignment.
25. Placement initiated upon receipt by I.U. program supervisor of a copy of the IEP and authorized Due Process Notice.

ITINERANT REFERRAL PROCEDURE

GIFTED



1. Referral to Principal by parent, reg./spec. ed. tcher., and other professional employees (see sec. 341.12 (d)).

2. Referral reviewed by Referral Review Team (may include principal, present teacher, school psychologist).

Note: Review child's records and progress with parent to determine if psychological evaluation is warranted. (Screening techniques may include:
   A. Group test scores;
   B. Child's progress in class;
   C. Rating scales (Renzulli, Hartmann, etc.);
   D. Samples of child's work).

3. Referral Review Team confirms suspected special educational needs.

4. Referral Review Team confirms non-special educational needs.

5. Notice of Referral for Evaluation sent to parents (as per sec. 341.12 (e)). If parent does not give permission, see sec. 1A BEC 42-77.

6. Assessment Process Initiated.

Note: Intelligence quotient should not be the sole criterion for nomination.

7. I.U. reviewal and consultation is requested. Basal assessment data is forwarded.

8. Evaluation completed. Parent contacted for feedback conference (see sec. 1A BEC 42-77).

Note: Based on evaluation findings, child may be recommended for:
   (a) inclusion in gifted program, or
   (b) additional services in regular class, e.g., advanced developmental, mentor programs, etc., or
   (c) additional services from other reg.ed. staff, or
   (d) no extra services, but review at later date.

9. Notice of student being exceptional sent to parents and request participation in an IEP conference (as per sec. 341.13 (g)(2)).

10. Notice of student being non-exceptional sent to parents (as per sec. 341.13 (g)(2)).

11. IEP Planning Conference is held (as per sec. 341.15 and 341.16).

12. Parent attends IEP Conference with sch. psych., LEA representative, tcher. of student. If I.U. placement considered, district invites I.U. representative to participate.

13. Parent may choose not to attend IEP Conference, but district sch. psych., LEA representative, tcher. of student meet (see sec. 341.16 (b)(2)). If I.U. placement considered, district invites I.U. representative to participate.

14. Formal IEP is written after conference.

15. Due Process Notice and recommended IEP program and Placement submitted to Superintendent or designee for approval.

16. Due Process Notice and recommended IEP Program and Placement sent to parent (as per sec. 341.16 (d)). See BEC 42-77 for Notice of Recommended Assignment.

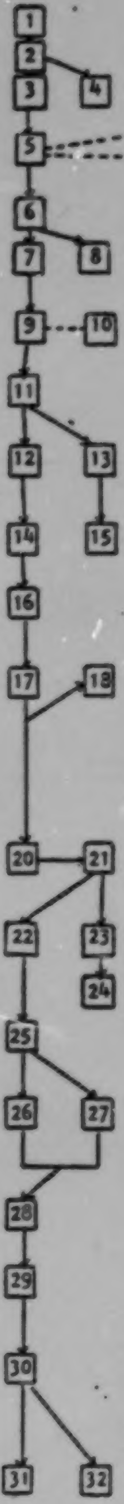
16. Parent Options:
   1. Approve/no pre-hearing conference.
   2. Disapprove/request pre-hearing conference.

17. Pre-hearing Conference is held if requested by parent. If no resolution, see sec. 341.18 (a) and (b) for Relation to Hearing and BEC 42-77, pages 4 and 5 of Notice of Recommended Assignment.

18. Placement initiated by I.U. Program Supervisor upon receipt of a copy of IEP and authorized Due Process Notice.

ITINERANT REFERRAL PROCEDURE

VISION/HEARING
(11/10/77)



1. Student identified as possibly having problem.
2. School nurse does screening.
3. Problem indicated.
4. No problem indicated.
5. Nurse notifies parents complete examination is needed and requests report be returned to nurse.
   - Vision: Private evaluation (optometrist/ophthalmologist)
   - Hearing: State approved clinic or private facility (audiologist/otologist)
6. Examination performed.
7. Problem indicated.
8. No problem indicated.
9. Referral to principal by school nurse (as per sec. 341.12 (d)).
10. School psychologist notified that psychological evaluation is required for placement.
11. Referral reviewed by Referral Review Team (may include principal, present teacher, school psychologist, school nurse).
12. Referral Review Team confirms suspected special educational needs.
13. Referral Review Team confirms suspected special educational needs as non-special education needs.
14. Notice of Referral for Evaluation sent to parents (as per sec. 341.12 (e)). If parent does not give permission, see sec. 1A BEC 42-77.
15. Child remains in regular education environment.
16. Psychological initiated and completed.
17. District makes written request to I.U. Coordinator of Psychological Services for diagnostic services. Basal assessment data packet (see Appendix B) and disclaimer accompany request.
18. I.U. Program Supervisor notifies staff, in writing, of evaluation request.
19. Evaluation completed by itinerant staff within ten days of receipt of evaluation request from I.U. Program Supervisor.
20. Results of evaluation reviewed by I.U. Program Supervisor and returned to Director of Pupil Services.
21. Evaluation completed. Parent may be contacted for feedback conference (see sec. 1A BEC 42-77).
22. Notice of student being exceptional sent to parents and request to participate in an IEP conference (as per sec. 341.13 (g)(2)).
23. Notice of student being non-exceptional sent to parents (as per sec. 341.13 (g)(1)).
24. Child remains in regular education environment.
25. IEP Planning Conference is held (as per sec. 341.15 and 341.16).
26. Parent attends IEP conference with school psychologist, teacher of child, LEA representative, itinerant teacher and/or I.U. supervisor.
27. Parent may choose not to attend IEP conference, but district sch. psych., LEA rep., tcher. of student, itinerant teacher and/or I.U. supervisor meet (see sec. 341.16 (b)(2)).
28. Formal IEP is written after planning conference.
29. Due Process Notice and recommended IEP Program and Placement submitted to Superintendent or designee for approval.
30. Due Process Notice and recommended IEP Program and Placement sent to parent (as per sec. 341.16 (d)); see BEC 42-77 for Notice of Recommended Assignment.
31. Pre-hearing Conference is held, if requested by parent. If no resolution, see sec. 341.18 (a) and (b) for Relation to Hearing and BEC 42-77, pages 4 and 5 of Notice of Recommended Assignment.
32. Placement initiated upon receipt by I.U. Supervisor of a copy of IEP and authorized Due Process Notice.

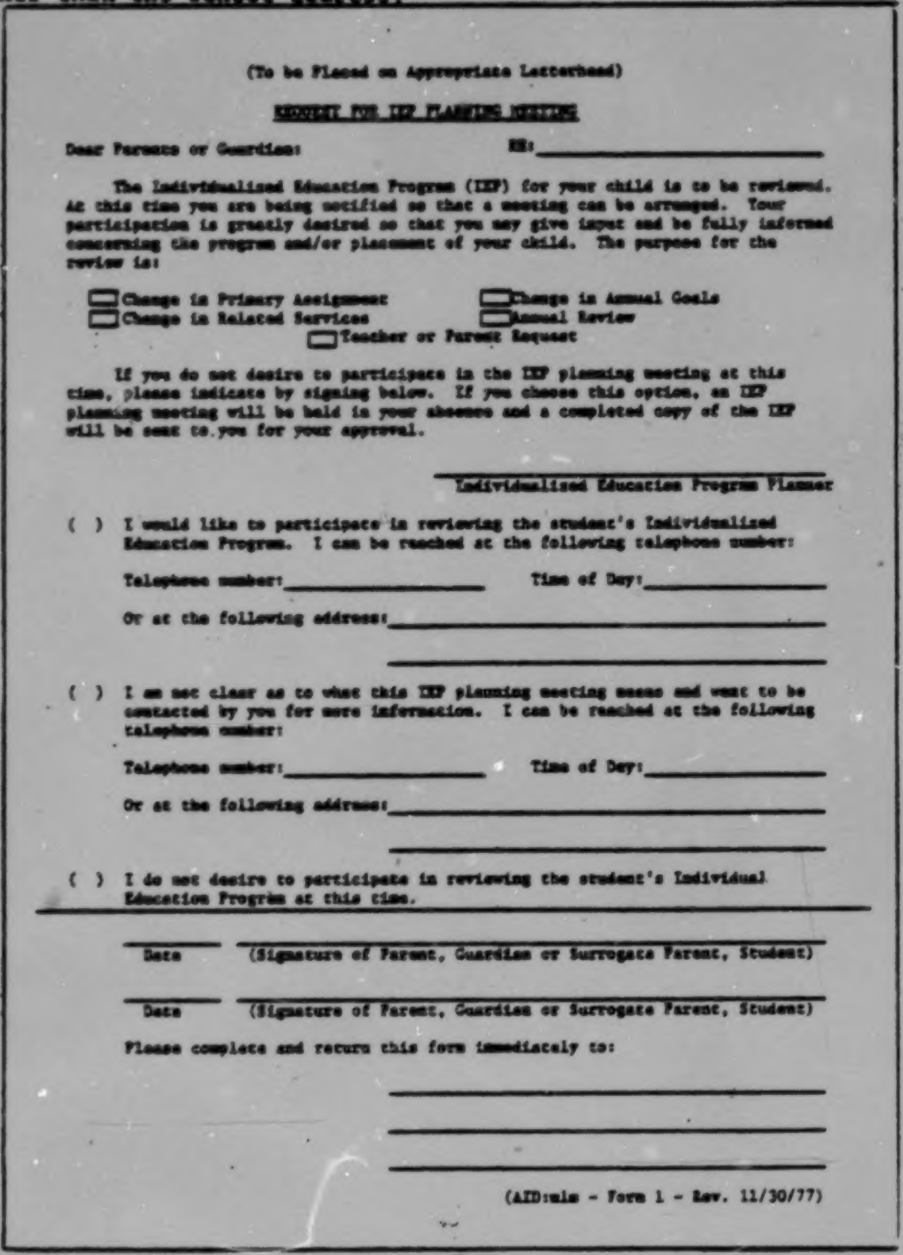
FORM 1 - REQUEST FOR IEP PLANNING MEETING

This form is only to be used for reviews and/or revisions of the IEP. Its purpose is to notify parents of the IEP Planning Meeting and to give them the opportunity to attend. The form is to be mailed to the parents by the teacher or clinician, even if the review is parent initiated.

At the top of the form, check the appropriate box for the purpose of the review.

Under the "Individualized Education Program Planner", list the teacher/clinician's full name.

At the bottom of the form, complete the teacher's/clinician's name and school address. When an itinerant teacher/clinician is not based at a specific school, it is acceptable to use an address other than the school address.



(To be Placed on Appropriate Letterhead)

REQUEST FOR IEP PLANNING MEETING

Dear Parents or Guardian: RE: ______________________

The Individualized Education Program (IEP) for your child is to be reviewed. At this time you are being notified so that a meeting can be arranged. Your participation is greatly desired so that you may give input and be fully informed concerning the program and/or placement of your child. The purpose for the review is:

☐ Change in Primary Assignment
☐ Change in Related Services
☐ Change in Annual Goals
☐ Annual Review
☐ Teacher or Parent Request

If you do not desire to participate in the IEP planning meeting at this time, please indicate by signing below. If you choose this option, an IEP planning meeting will be held in your absence and a completed copy of the IEP will be sent to you for your approval.

____
Individualized Education Program Planner

( ) I would like to participate in reviewing the student's Individualized Education Program. I can be reached at the following telephone number:

Telephone number: ______________ Time of Day: ______________

Or at the following address: ______________________

____

( ) I am not clear as to what this IEP planning meeting means and want to be contacted by you for more information. I can be reached at the following telephone number:

Telephone number: ______________ Time of Day: ______________

Or at the following address: ______________________

____

( ) I do not desire to participate in reviewing the student's Individual Education Program at this time.

________ Date ______________________ (Signature of Parent, Guardian or Surrogate Parent, Student)

________ Date ______________________ (Signature of Parent, Guardian or Surrogate Parent, Student)

Please complete and return this form immediately to:

____

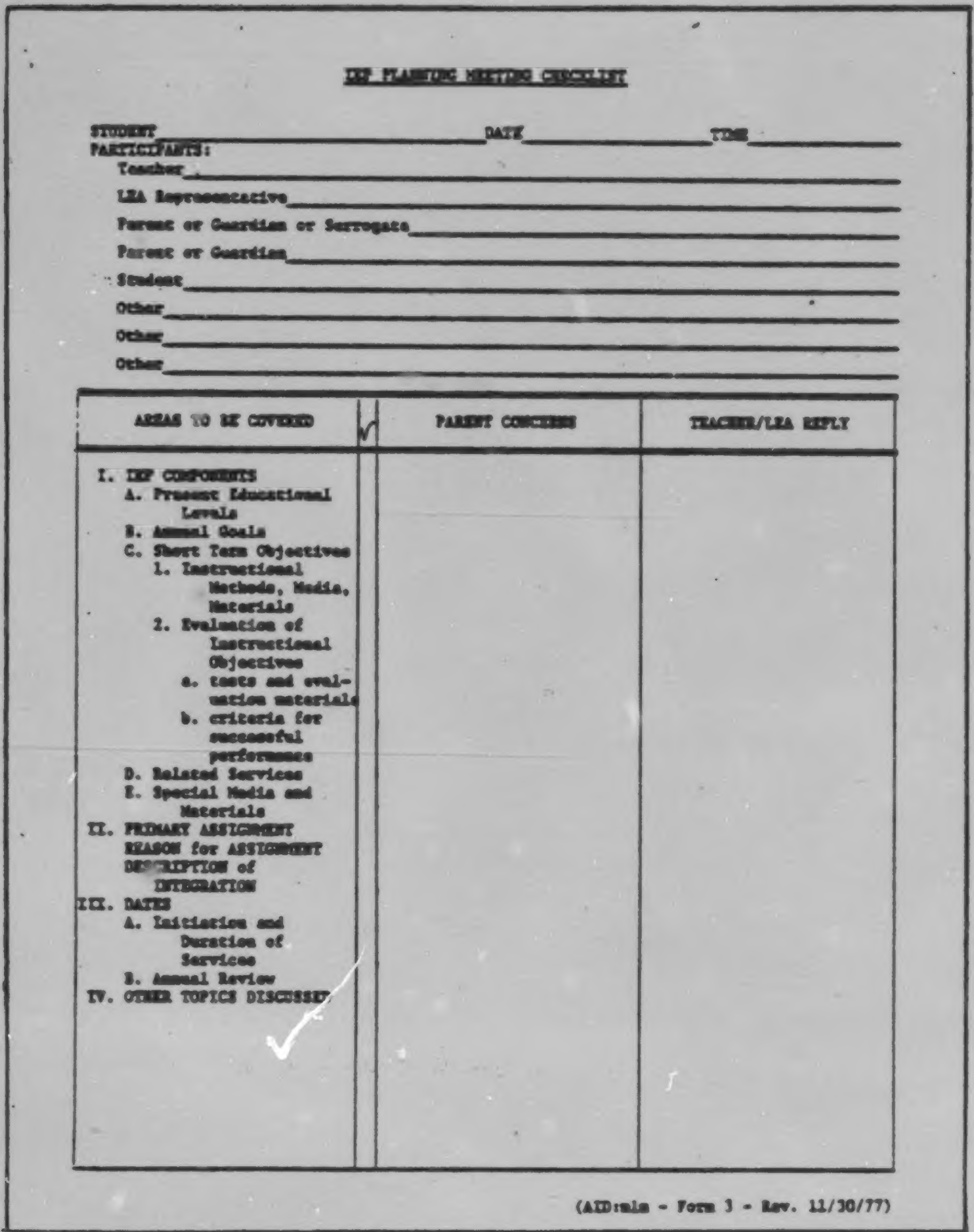
____

____

(AID:mls - Form 1 - Rev. 11/30/77)

FORM 3 - IEP PLANNING MEETING CHECKLIST

This form is to be used at all IEP Planning Meetings for newly identified students and continuing placements, even if parents are not in attendance at the meeting. All areas to be covered are listed and should be checked and discussed. Parent concerns, teacher and LEA Representative concerns and replies should be documented in the appropriate space on the form. All those attending the meeting should sign on the appropriate space at the top of the form.



IEP PLANNING MEETING CHECKLIST

STUDENT____________________ DATE____________ TIME__________

PARTICIPANTS:

Teacher______________________________

LEA Representative________________________

Parent or Guardian or Surrogate____________________

Parent or Guardian________________________

Student______________________________

Other______________________________

Other______________________________

Other______________________________

AREAS TO BE COVERED	✓	PARENT CONCERNS	TEACHER/LEA REPLY
I. IEP COMPONENTS			
A. Present Educational Levels			
B. Annual Goals			
C. Short Term Objectives			
1. Instructional Methods, Media, Materials			
2. Evaluation of Instructional Objectives			
a. tests and evaluation materials			
b. criteria for successful performance			
D. Related Services			
E. Special Media and Materials			
II. PRIMARY ASSIGNMENT REASON for ASSIGNMENT DESCRIPTION of INTEGRATION			
III. DATES			
A. Initiation and Duration of Services			
B. Annual Review			
IV. OTHER TOPICS DISCUSSED			

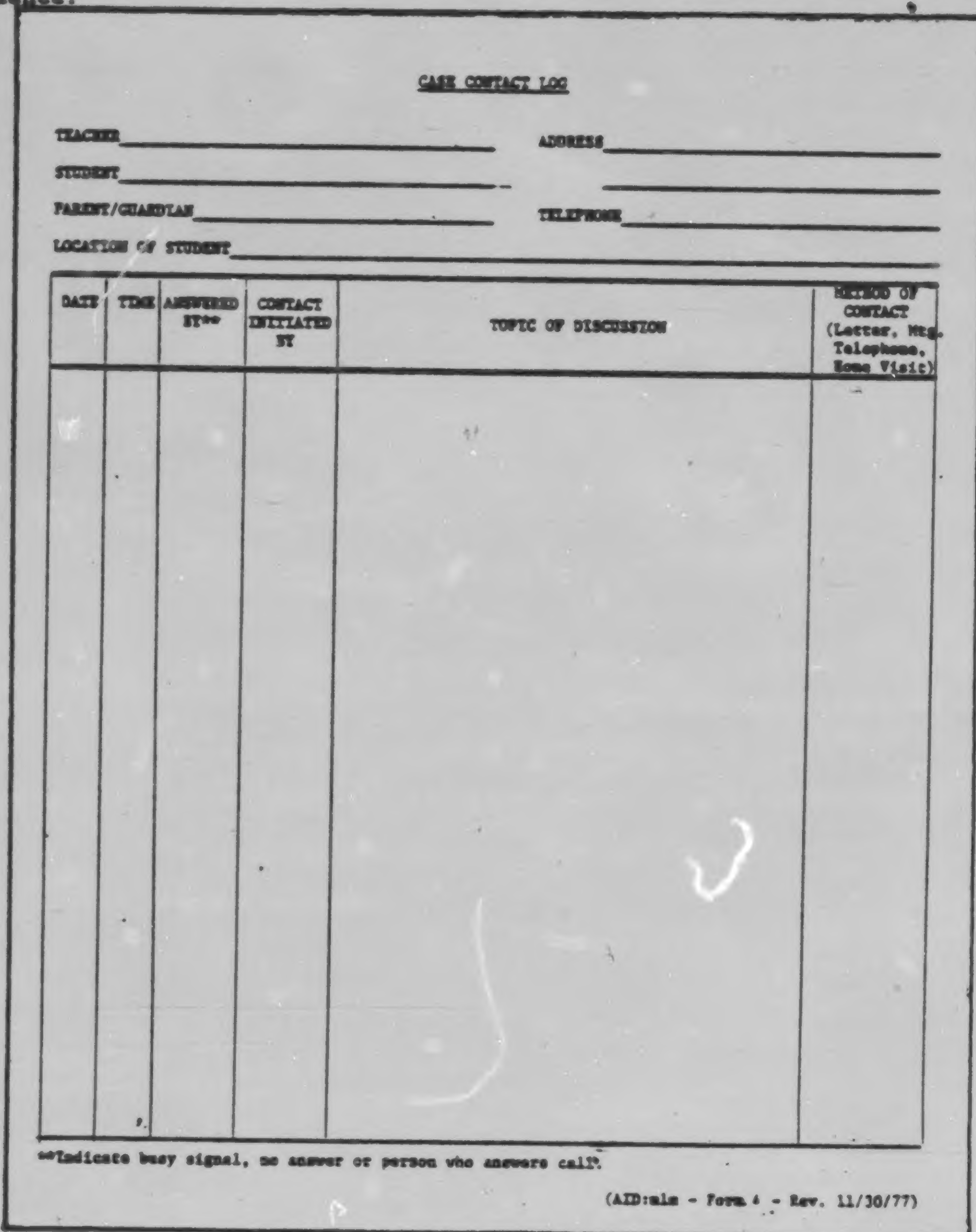
(AID:mlm - Form 3 - Rev. 11/30/77)

FORM 4 - CASE CONTACT LOG

This form is to be used to document all types of contacts with parents/guardians or surrogates. All phone calls should be documented even if there was no answer, the line was busy, or the parent was not at home. All meetings at which the IEP was discussed should also be documented as well as home visits. Date and file all correspondence received from parents.

State Standards require that "The Individualized Education Program conference may be conducted without the parent in attendance only if there is sufficient documentation of attempts to arrange a mutually agreed upon time and place, such as detailed records of telephone calls made or attempted and the results of such calls, copies of the correspondence sent to the parents and any responses received and the detailed records of visits made to the parent's home or place of employment and the results of such visits."

Consequently it is extremely important that these records be maintained for each student and kept up to date. If a hearing is necessary to resolve differences on the IEP, these records would be vital for the teacher's documentation and could be called as evidence.



CASE CONTACT LOG

TEACHER____________________ ADDRESS____________________
STUDENT____________________ ____________________
PARENT/GUARDIAN____________________ TELEPHONE____________________
LOCATION OF STUDENT____________________

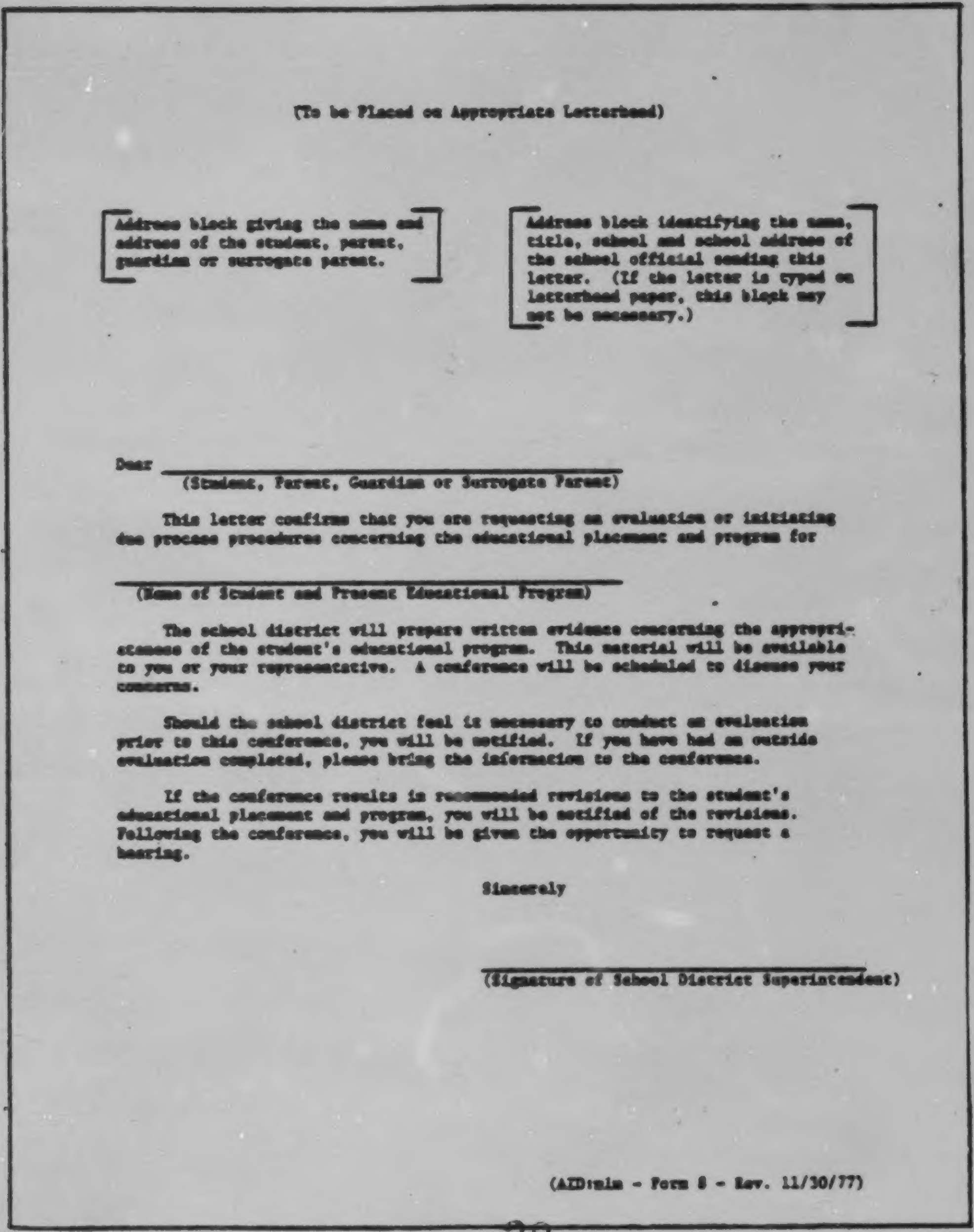
DATE	TIME	ANSWERED BY**	CONTACT INITIATED BY	TOPIC OF DISCUSSION	METHOD OF CONTACT (Letter, Mtg. Telephone, Home Visit)

**Indicate busy signal, no answer or person who answers call.

(AID:alm - Form 4 - Rev. 11/30/77)

FORM 8 - RESPONSE TO PARENT-INITIATED REQUESTS FOR EVALUATION OR DUE PROCESS

This form will be mailed to the parent by the Superintendent of the school when a parent requests an evaluation or initiates Due Process.



(To be Placed on Appropriate Letterhead)

[Address block giving the name and address of the student, parent, guardian or surrogate parent.]

[Address block identifying the name, title, school and school address of the school official sending this letter. (If the letter is typed on letterhead paper, this block may not be necessary.)]

Dear ______________________________
(Student, Parent, Guardian or Surrogate Parent)

This letter confirms that you are requesting an evaluation or initiating due process procedures concerning the educational placement and program for

____
(Name of Student and Present Educational Program)

The school district will prepare written evidence concerning the appropriateness of the student's educational program. This material will be available to you or your representative. A conference will be scheduled to discuss your concerns.

Should the school district feel it necessary to conduct an evaluation prior to this conference, you will be notified. If you have had an outside evaluation completed, please bring the information to the conference.

If the conference results in recommended revisions to the student's educational placement and program, you will be notified of the revisions. Following the conference, you will be given the opportunity to request a hearing.

Sincerely

____
(Signature of School District Superintendent)

(AID:mlm - Form 8 - Rev. 11/30/77)

FORM 9 - NOTICE OF REFERRAL FOR EVALUATION

This form is sent to the parents by the psychologist to request permission to evaluate the student.

(To be Placed on Appropriate Letterhead)

NOTICE OF REFERRAL FOR EVALUATION

Dear Parents or Guardian:

The ______________________ School District would like to provide an evaluation or reevaluation (circle one) for ______________________________.
(Student's Name)

The student has been referred for evaluation or reevaluation (circle one) for the following reasons: ____

____

____

An evaluation or reevaluation is done before any person can be placed in a special education program or service. It must also be done before any person can be denied placement following a parental request. A reevaluation may also be found necessary to carry out the annual review of an Individualized Education Program (IEP).

Prior to approval or disapproval of the evaluation/reevaluation, the parent has the right to inspect and review all relevant school records; be informed of the procedures and specific types of tests which will be used in the evaluation, and the approximate dates of such procedures.

Our proposed plan for evaluation includes the following:

Procedure	Proposed Date of Evaluation

Parents have the right to meet with a certified public school psychologist to discuss the referral and proposed evaluation procedures. Parents have the right to object to the evaluation and request a hearing.

To obtain the student's records, to arrange a conference, or for more information call:

____

(Specify responsible person, telephone number and hours during the day when he/she can be reached)

________ I hereby grant permission for the evaluation as indicated above.

________ I hereby deny permission for the evaluation as indicated above.

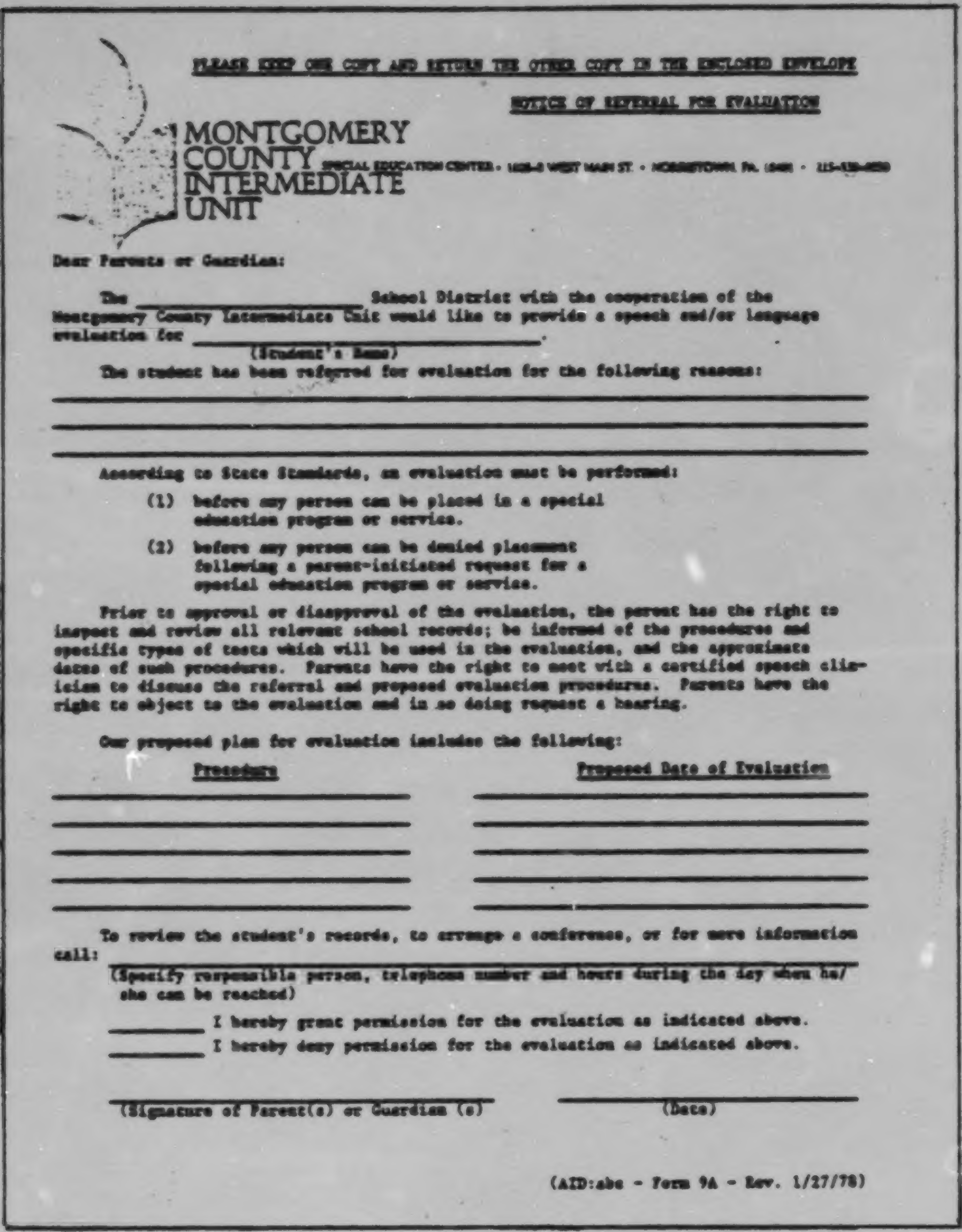
______________________________ ______________________
(Signature of Parent(s) or Guardian(s)) Date

PLEASE KEEP ONE COPY AND RETURN THE OTHER COPY IN THE ENCLOSED ENVELOPE

(AID:mlm - Form 9 - Rev. 11/30/77)

FORM 9A - NOTICE OF REFERRAL FOR EVALUATION (SPEECH)

This form is sent to the parents by the speech clinician to request permission to evaluate the student.



PLEASE KEEP ONE COPY AND RETURN THE OTHER COPY IN THE ENCLOSED ENVELOPE

NOTICE OF REFERRAL FOR EVALUATION

MONTGOMERY
COUNTY
INTERMEDIATE
UNIT

SPECIAL EDUCATION CENTER • [illegible] WEST MAIN ST. • NORRISTOWN, PA. [illegible] • [illegible]

Dear Parents or Guardian:

The ____________________ School District with the cooperation of the Montgomery County Intermediate Unit would like to provide a speech and/or language evaluation for ______________________________.
(Student's Name)

The student has been referred for evaluation for the following reasons:

____

____

____

According to State Standards, an evaluation must be performed:

(1) before any person can be placed in a special education program or service.

(2) before any person can be denied placement following a parent-initiated request for a special education program or service.

Prior to approval or disapproval of the evaluation, the parent has the right to inspect and review all relevant school records; be informed of the procedures and specific types of tests which will be used in the evaluation, and the approximate dates of such procedures. Parents have the right to meet with a certified speech clinician to discuss the referral and proposed evaluation procedures. Parents have the right to object to the evaluation and in so doing request a hearing.

Our proposed plan for evaluation includes the following:

Procedure	Proposed Date of Evaluation

To review the student's records, to arrange a conference, or for more information call: ____
(Specify responsible person, telephone number and hours during the day when he/she can be reached)

________ I hereby grant permission for the evaluation as indicated above.

________ I hereby deny permission for the evaluation as indicated above.

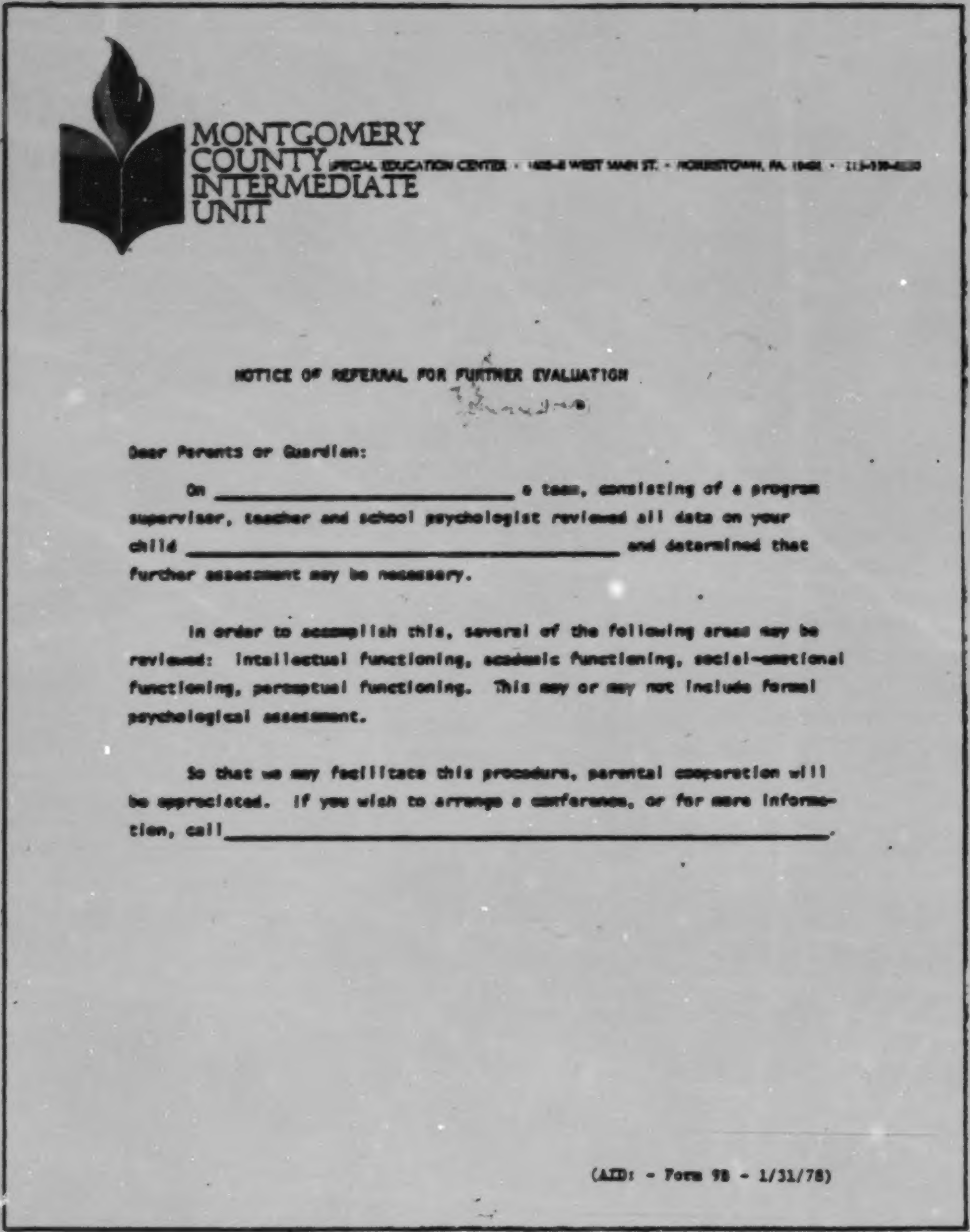
______________________________ (Signature of Parent(s) or Guardian (s))

______________________ (Date)

(AID:abe - Form 9A - Rev. 1/27/78)

FORM 9B - NOTICE OF REFFERAL FOR FURTHER EVALUATION

Following team meeting (teacher, supervisor, psychologist) this notice will be sent to the parents of the referred child by the I.U. psychologist to notify them that: (1) an I.U. psychologist will be seeing their child and (2) that this psychologist will be contacting them to arrange a parent intake. Their signature is not required on this form since it is merely a state mandated notification.



MONTGOMERY
COUNTY
INTERMEDIATE
UNIT

SPECIAL EDUCATION CENTER • [illegible] WEST MAIN ST. • NORRISTOWN, PA. [illegible] • [illegible]

NOTICE OF REFERRAL FOR FURTHER EVALUATION

Dear Parents or Guardian:

On ______________________________ a team, consisting of a program supervisor, teacher and school psychologist reviewed all data on your child ____ and determined that further assessment may be necessary.

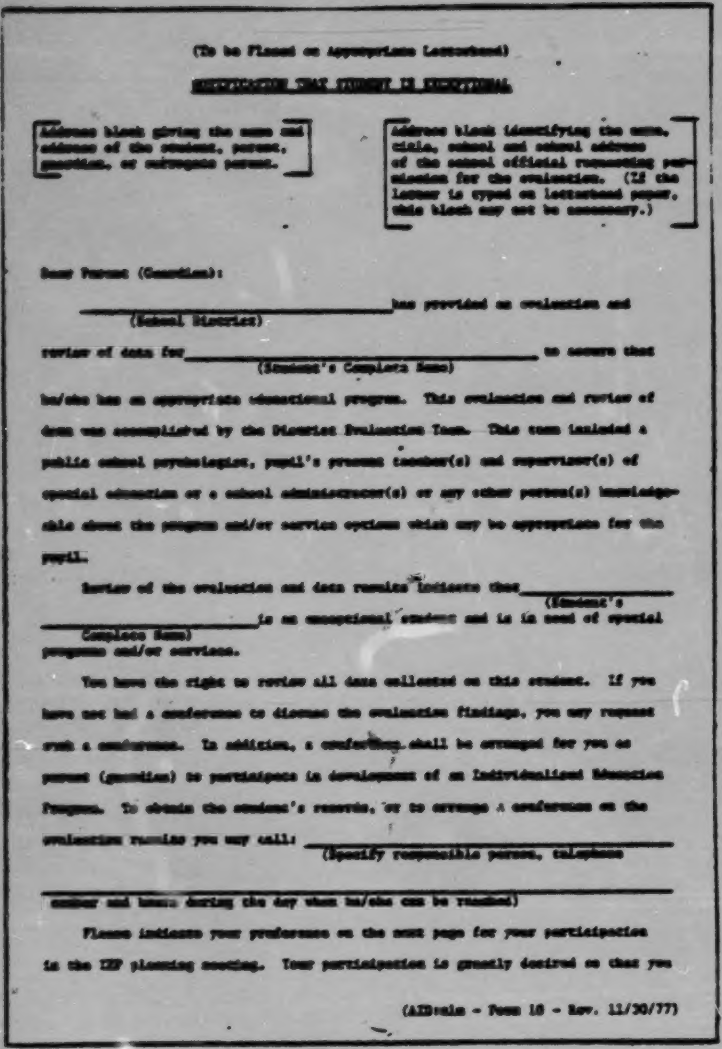
In order to accomplish this, several of the following areas may be reviewed: intellectual functioning, academic functioning, social-emotional functioning, perceptual functioning. This may or may not include formal psychological assessment.

So that we may facilitate this procedure, parental cooperation will be appreciated. If you wish to arrange a conference, or for more information, call ____.

(AID: - Form 9B - 1/31/78)

FORM 10 - NOTIFICATION THAT STUDENT IS EXCEPTIONAL

This form is sent to the parent by the Superintendent of the School District after a newly evaluated student is found to be exceptional and in need of special programs or services. This will be sent to the parents after they have had the opportunity to attend a conference to discuss the evaluation findings. The form also includes the invitation to attend the IEP Planning Meeting.



(To be Placed on Appropriate Letterhead)

NOTIFICATION THAT STUDENT IS EXCEPTIONAL

Address block giving the name and address of the student, parent, guardian, or surrogate parent.

Address block identifying the name, title, school and school address of the school official requesting permission for the evaluation. (If the letter is typed on letterhead paper, this block may not be necessary.)

Dear Parent (Guardian):

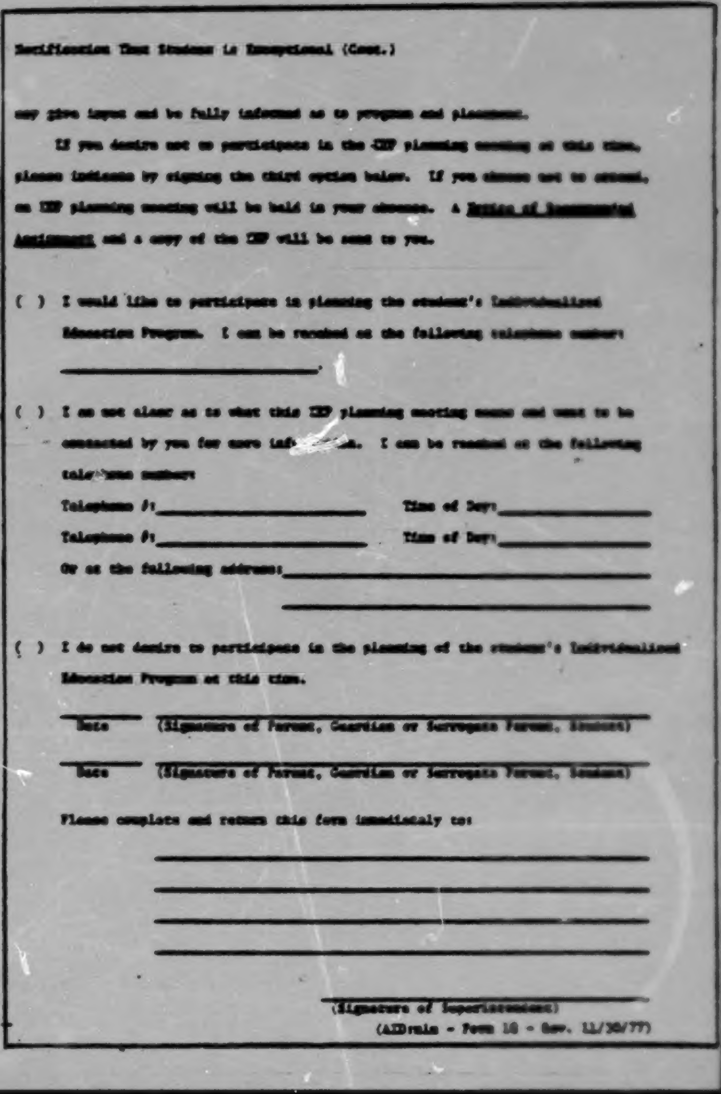
__________ (School District) has provided an evaluation and review of data for __________ (Student's Complete Name) to assure that he/she has an appropriate educational program. This evaluation and review of data was accomplished by the District Evaluation Team. This team included a public school psychologist, pupil's present teacher(s) and supervisor(s) of special education or a school administrator(s) or any other person(s) knowledgeable about the program and/or service options which may be appropriate for the pupil.

Review of the evaluation and data results indicate that __________ (Student's Complete Name) is an exceptional student and is in need of special programs and/or services.

You have the right to review all data collected on this student. If you have not had a conference to discuss the evaluation findings, you may request such a conference. In addition, a conference shall be arranged for you as parent (guardian) to participate in development of an Individualized Education Program. To obtain the student's records, or to arrange a conference on the evaluation results you may call: __________ (Specify responsible person, telephone number and hours during the day when he/she can be reached)

Please indicate your preference on the next page for your participation in the IEP planning meeting. Your participation is greatly desired so that you

(AIDrain - Form 10 - Rev. 11/30/77)



Notification That Student is Exceptional (Cont.)

may give input and be fully informed as to program and placement.

If you desire not to participate in the IEP planning meeting at this time, please indicate by signing the third option below. If you choose not to attend, an IEP planning meeting will be held in your absence. A Notice of Recommended Assignment and a copy of the IEP will be sent to you.

( ) I would like to participate in planning the student's Individualized Education Program. I can be reached at the following telephone number: __________.

( ) I am not clear as to what this IEP planning meeting means and want to be contacted by you for more information. I can be reached at the following telephone number:

Telephone #: __________ Time of Day: __________

Telephone #: __________ Time of Day: __________

Or at the following address: __________

____

( ) I do not desire to participate in the planning of the student's Individualized Education Program at this time.

__________ Date __________ (Signature of Parent, Guardian or Surrogate Parent, Student)

__________ Date __________ (Signature of Parent, Guardian or Surrogate Parent, Student)

Please complete and return this form immediately to:

____

____

____

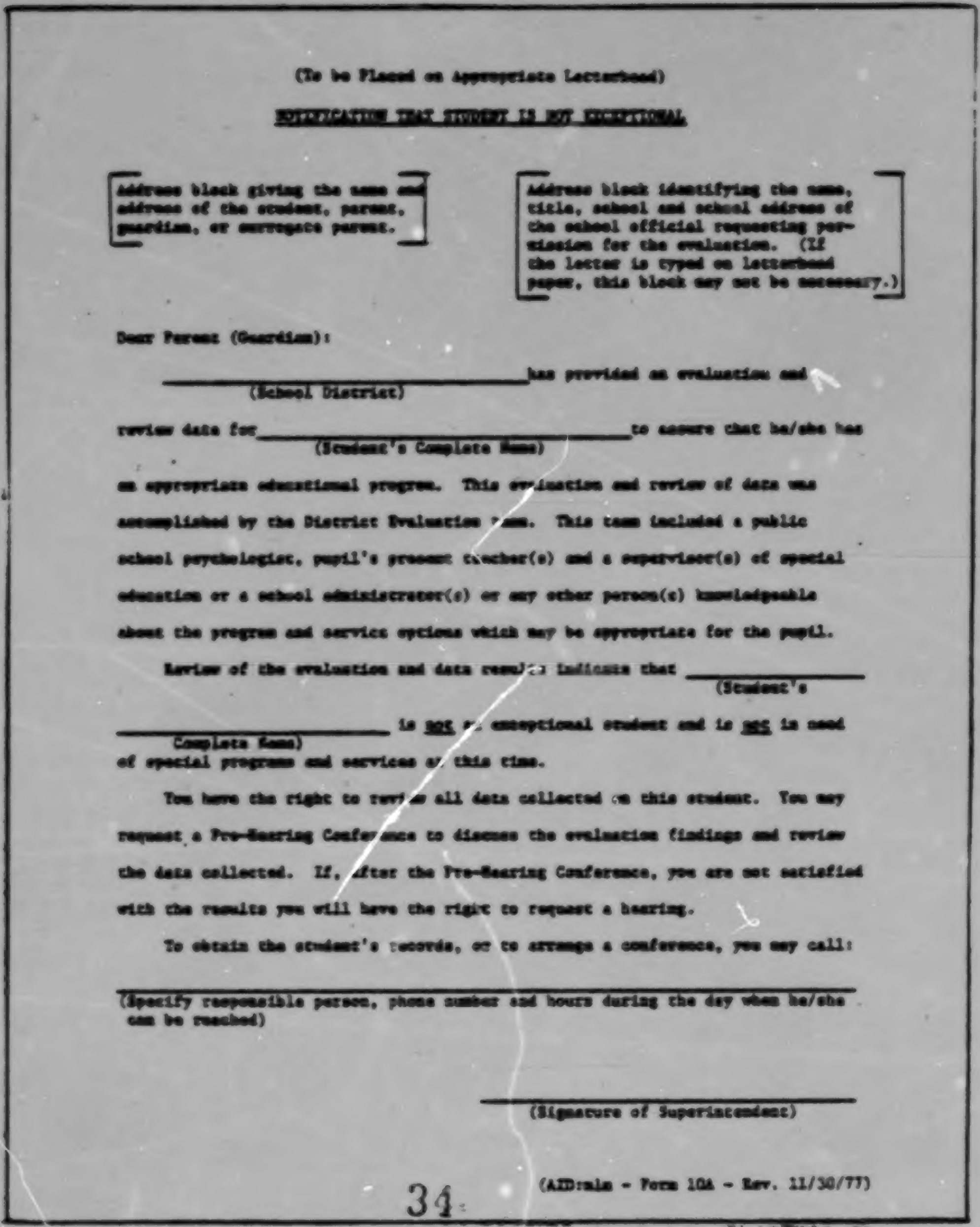
____

__________ (Signature of Superintendent)

(AIDrain - Form 10 - Rev. 11/30/77)

FORM 10A - NOTIFICATION THAT STUDENT IS NOT EXCEPTIONAL

This form is sent to the parents by the Superintendent of the School District after a newly evaluated student is found not to be exceptional and not in need of special programs and services at this time. This will be sent to the parents after they have had the opportunity to attend a conference to discuss the evaluation findings.



(To be Placed on Appropriate Letterhead)

NOTIFICATION THAT STUDENT IS NOT EXCEPTIONAL

[Address block giving the name and address of the student, parent, guardian, or surrogate parent.]

[Address block identifying the name, title, school and school address of the school official requesting permission for the evaluation. (If the letter is typed on Letterhead paper, this block may not be necessary.)]

Dear Parent (Guardian):

______________________ has provided an evaluation and
(School District)

review data for ______________________ to assure that he/she has
(Student's Complete Name)

an appropriate educational program. This evaluation and review of data was accomplished by the District Evaluation Team. This team included a public school psychologist, pupil's present teacher(s) and a supervisor(s) of special education or a school administrator(s) or any other person(s) knowledgeable about the program and service options which may be appropriate for the pupil.

Review of the evaluation and data results indicate that ______________
(Student's

______________________ is not an exceptional student and is not in need
Complete Name)
of special programs and services at this time.

You have the right to review all data collected on this student. You may request a Pre-Hearing Conference to discuss the evaluation findings and review the data collected. If, after the Pre-Hearing Conference, you are not satisfied with the results you will have the right to request a hearing.

To obtain the student's records, or to arrange a conference, you may call:

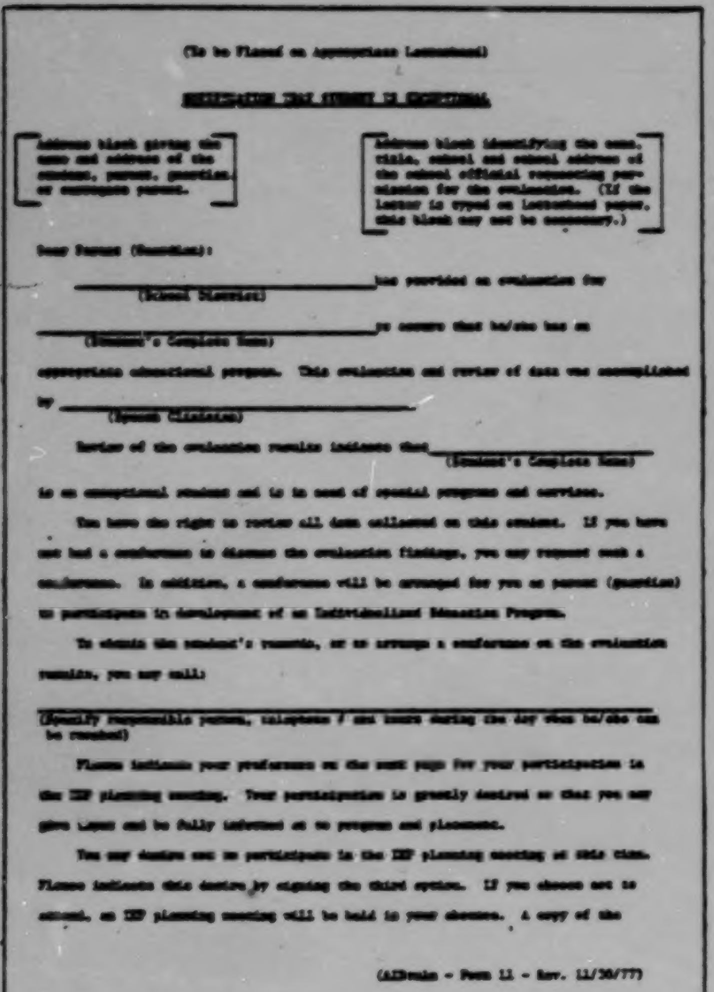
____
(Specify responsible person, phone number and hours during the day when he/she can be reached)

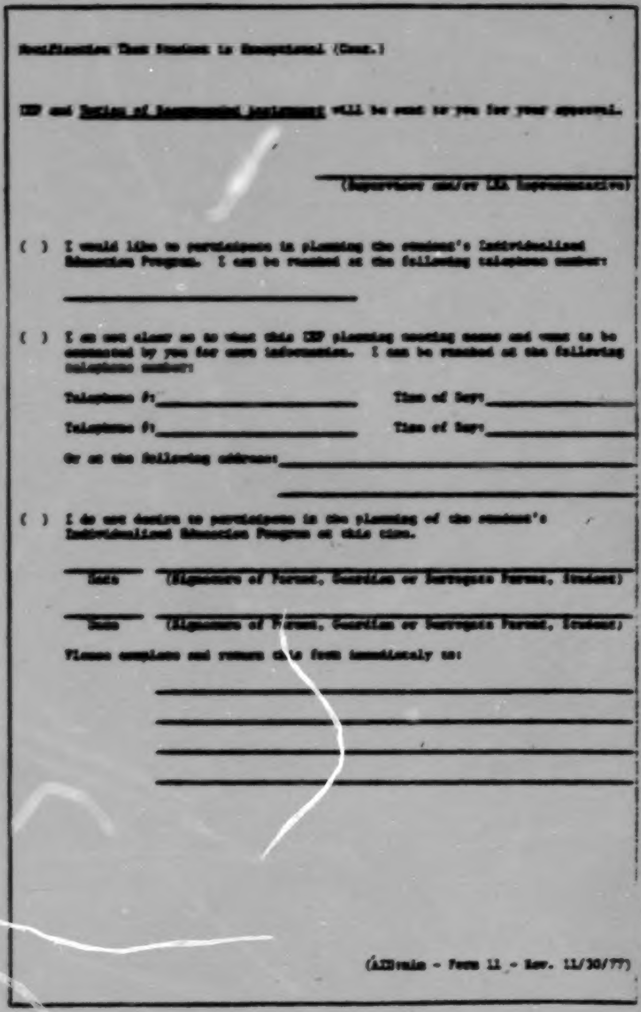
____
(Signature of Superintendent)

(AID:mlm - Form 10A - Rev. 11/30/77)

FORM 11 - NOTIFICATION THAT STUDENT IS EXCEPTIONAL

This form is to be used for students in need of speech, when speech was not part of the initial placement, or newly identified speech only students. This form is sent to the parents by the speech clinician after the parents have had the opportunity for a conference either by phone or in person to discuss the evaluation findings. This form also includes the invitation to attend the IEP Planning Meeting.





FORM 11A - NOTIFICATION THAT THE STUDENT IS NOT EXCEPTIONAL

This form is to be used for students who received a speech evaluation, but were found not to be in need of speech services at this time. This will be sent to the parents by the speech clinician after they have had the opportunity for a conference by phone or in person to discuss the evaluation findings.

(To be Placed on Appropriate Letterhead)

NOTIFICATION THAT STUDENT IS NOT EXCEPTIONAL

[Address block giving the name and address of the student, parent, guardian, or surrogate parent.]

[Address block identifying the name, title, school and address of the school official requesting permission for the evaluation. (If the letter is typed on letterhead paper, this block may not be necessary.)]

Dear Parent (Guardian):

____________________ has provided an evaluation
(School District)

and review of data for ____________________ to assure that
(Student's Complete Name)

he/she has an appropriate educational program. This evaluation and review of data was accomplished by ____________________
(Speech Clinician)

Review of the evaluation and data results indicate that ____________________ is not an exceptional student and is not in need
(Student's Complete Name)
of special programs and services at this time.

You have the right to review all data collected on this student. You may request a Pre-Hearing Conference to discuss the evaluation findings and review the data collected. If, after the Pre-Hearing Conference, you are not satisfied with the results you have the right to request a hearing.

To obtain the student's records, or to arrange a conference, you may call:

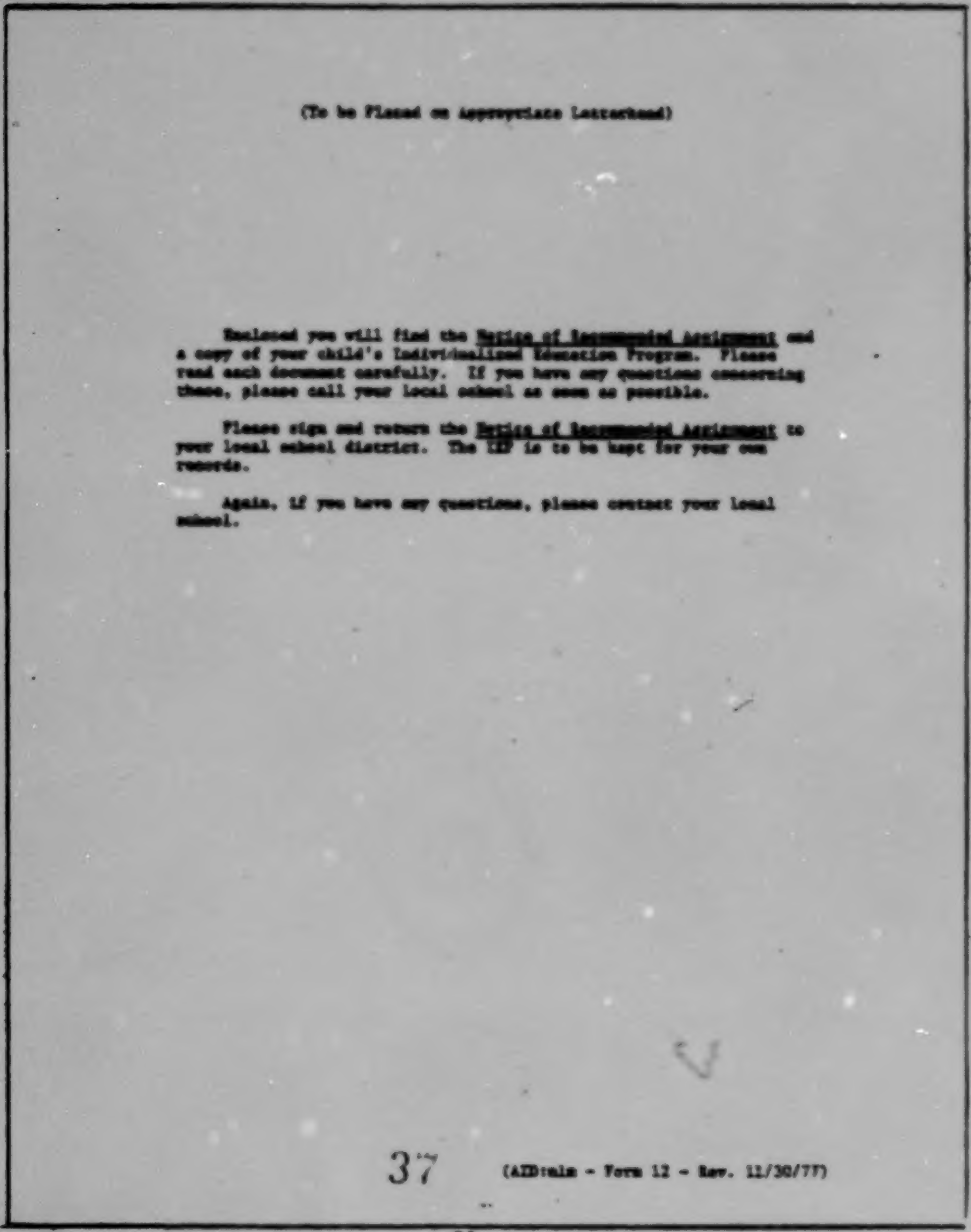
____
(Specify responsible person, telephone number and hours during the day when he/she can be reached.)

____
(Signature of Supervisor and/or LEA Representative)

(AID:mlm - Form 11A - Rev. 11/30/77)

FORM 12 - COVER LETTER

This form is the cover letter to accompany the IEP and Notice of Recommended Assignment (Due Process) when mailed to the parents. Due Process is sent with the IEP for a newly identified student, on the year of the reevaluation, and if there are revisions made on the IEP.



(To be Placed on Appropriate Letterhead)

Enclosed you will find the Notice of Recommended Assignment and a copy of your child's Individualized Education Program. Please read each document carefully. If you have any questions concerning these, please call your local school as soon as possible.

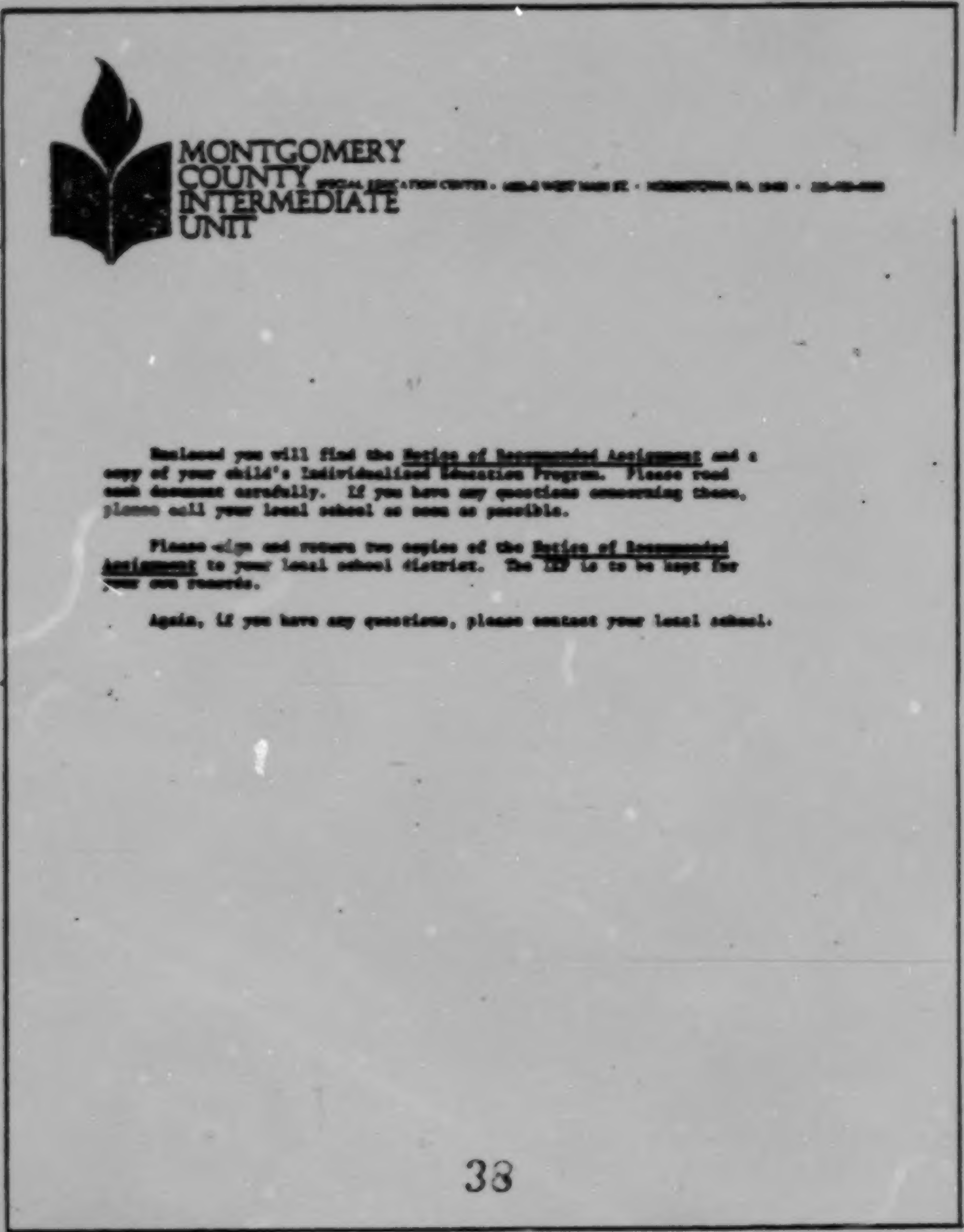
Please sign and return the Notice of Recommended Assignment to your local school district. The IEP is to be kept for your own records.

Again, if you have any questions, please contact your local school.

(AID:mlm - Form 12 - Rev. 11/30/77)

FORM 12A - COVER LETTER (SPEECH)

This form is the cover letter to accompany the IEP and Notice of Recommended Assignment (Due Process) when mailed to the parents of children who only receive speech services.



MONTGOMERY
COUNTY
INTERMEDIATE
UNIT
SPECIAL EDUCATION CENTER • [illegible] WEST MAIN ST. • NORRISTOWN, PA [illegible] • [illegible]

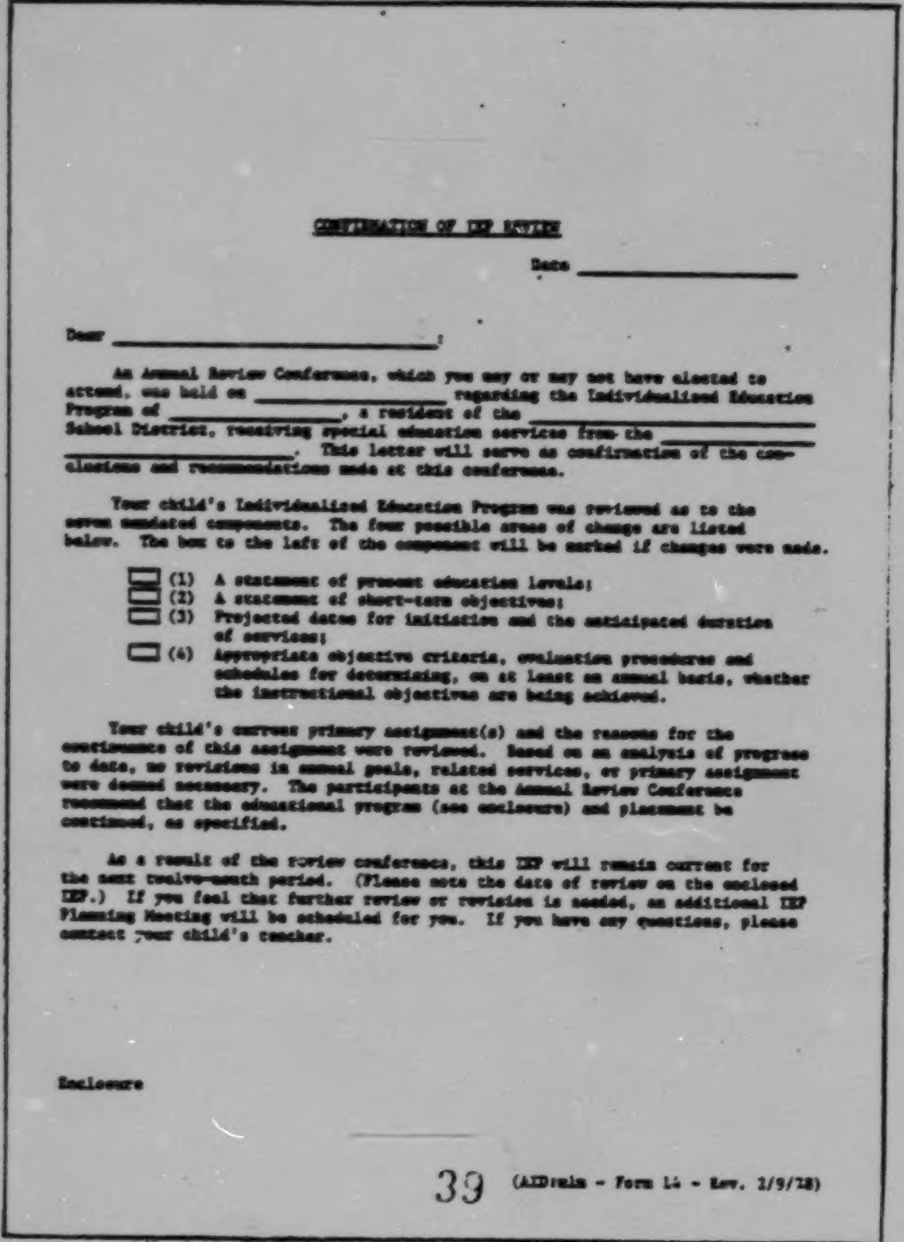
Enclosed you will find the Notice of Recommended Assignment and a copy of your child's Individualized Education Program. Please read each document carefully. If you have any questions concerning these, please call your local school as soon as possible.

Please sign and return two copies of the Notice of Recommended Assignment to your local school district. The IEP is to be kept for your own records.

Again, if you have any questions, please contact your local school.

FORM 14 - CONFIRMATION OF IEP REVIEW

This form will be sent to the parents with the IEP after the IEP has been reviewed and no mandated revisions were necessary and it is not the year of the reevaluation. It will indicate which of the alterable components were changed and states that the primary assignment, annual goals, and related services will remain the same. Since this form is only to be used as a confirmation that a review took place, a parent signature is not necessary.



CONFIRMATION OF IEP REVIEW

Date ______________________

Dear ______________________________:

An Annual Review Conference, which you may or may not have elected to attend, was held on ____________________ regarding the Individualized Education Program of __________________, a resident of the ______________________________ School District, receiving special education services from the ________________ ______________________. This letter will serve as confirmation of the conclusions and recommendations made at this conference.

Your child's Individualized Education Program was reviewed as to the seven mandated components. The four possible areas of change are listed below. The box to the left of the component will be marked if changes were made.

☐ (1) A statement of present education levels;
☐ (2) A statement of short-term objectives;
☐ (3) Projected dates for initiation and the anticipated duration of services;
☐ (4) Appropriate objective criteria, evaluation procedures and schedules for determining, on at least an annual basis, whether the instructional objectives are being achieved.

Your child's current primary assignment(s) and the reasons for the continuance of this assignment were reviewed. Based on an analysis of progress to date, no revisions in annual goals, related services, or primary assignment were deemed necessary. The participants at the Annual Review Conference recommend that the educational program (see enclosure) and placement be continued, as specified.

As a result of the review conference, this IEP will remain current for the next twelve-month period. (Please note the date of review on the enclosed IEP.) If you feel that further review or revision is needed, an additional IEP Planning Meeting will be scheduled for you. If you have any questions, please contact your child's teacher.

Enclosure

(AIDmin - Form 14 - Rev. 2/9/78)

DUE PROCESS

Due Process is a series of procedures provided by law to ensure that each exceptional child receives a free, appropriate public education and/or training program. As part of these procedures districts and Intermediate Units are required to report to and work with the child's parent(s), guardian(s), or surrogate(s) in planning and carrying out the most appropriate educational program.

Due Process is the legal procedure available to citizens before the state and/or local school district can deny them certain important rights. It insures that parents be given written notification that requests written permission to:

..... administer individual evaluations which would indicate whether or not the child has special needs and/or abilities

..... Identify a child as exceptional or not exceptional

..... assign the child to or change the child's special education program and/or placement.

NOTICE OF RECOMMENDED ASSIGNMENT

Name and Address of Parent/Guardian,
Student or Surrogate Parent:

____
Date

____

____

____

Dear ____:

This is your notice of the recommended educational program and placement for

____.
Name of Student and Present Educational Status

If you approve this recommendation, sign and indicate this below.

An Individualized Education Program has been developed for this student. A copy of this program is attached.

Before this recommendation is implemented, you have the right to request a pre-hearing conference to discuss, with school personnel, the recommended educational program and placement. If you disagree with the outcome of this conference, you may request a formal hearing to contest the implementation of the recommendation.

If you wish to participate in a pre-hearing conference, sign and indicate this below; then return this page to the address below within 10 days if you received the notice by certified mail, or within 5 days if the notice was given to you in person.

If you do not return this page within the time specified above, it will indicate you approve the recommendation and you do not wish to request a hearing at this time.

For further information contact: ____

____

____
Local School District and Responsible Official

____
Signature of School District Superintendent

- -

( ) I approve the recommended placement and program and do not wish to request a pre-hearing conference or a hearing.

( ) I do not approve the recommended placement and program. I request a pre-hearing conference.

__________ Date ____ Signature of Parent/Guardian, Student or Surrogate Parent

__________ Date ____ Signature of Parent/Guardian

Following is the recommended educational assignment for the student:

( ) 1. Regular class (24 Purdon's Statutes §5-501)

( ) 2. Regular class in a regular school with supporting services (24 Purdon's Statutes §13-1372(2))

( ) 3. A school district special education program in a regular school (24 Purdon's Statutes §13-1372(3))

( ) 4. A school district special education program in a special facility (24 Purdon's Statutes §13-1372(3))

( ) 5. An intermediate unit program in a regular school (24 Purdon's Statutes §13-1372(4))

( ) 6. An intermediate unit program in a special facility (24 Purdon's Statutes §13-1372(4))

( ) 7. An approved private school program (24 Purdon's Statutes §13-1372)

( ) 8. A state school program (24 Purdon's Statutes §13-1372(5))

( ) 9. An approved out-of-state program (24 Purdon's Statutes §13-1372(5))

( ) 10. An intermediate unit program of instruction in the home (24 Purdon's Statutes §13-1372(3))

( ) 11. Other. Specify: ____

Educational assignments 2-10 are listed in priority order for handicapped school-aged persons. This priority order shall be followed for the handicapped, except where deviation meets the needs of the student or the purpose of the regulations (22 Pa. Code 13.11(D)).

Educational assignments 2-6 above are listed in priority order for gifted and talented school-aged persons.

If the student is mentally disabled, mentally retarded or emotionally disturbed, he/she is entitled, under the Pennsylvania Mental Health and Mental Retardation Act of 1966 and the Pennsylvania Mental Health Procedures Act of 1976, to the services of a local MH-MR center (name and address on page 4) for an independent medical, psychological and educational evaluation.

At any time you have the right to be represented by the person of your choice and to obtain an independent evaluation.

At any time you will be given reasonable access to all school district or intermediate unit records concerning the student, including all test results or reports upon which the recommendation may be based. This will be in accord with the Guidelines for the Collection, Maintenance, and Dissemination of Pupil Records under 22 Pa. Code §12.33.

BEFORE THE RECOMMENDATION IS IMPLEMENTED, you have the right to request a PRE-HEARING CONFERENCE. Following the PRE-HEARING CONFERENCE, you have the right to request a HEARING before a designee of the Secretary of Education.

I. PRE-HEARING CONFERENCE

If you request a PRE-HEARING CONFERENCE, these procedures will be followed:

1. The PRE-HEARING CONFERENCE will be scheduled within 10 days from the date the school received your request.

2. You may request from the school district or intermediate unit a copy of the complete evaluation or re-evaluation of the student. Such evaluation will be completed prior to the PRE-HEARING CONFERENCE.

3. The chief school administrator or designee will chair the conference.

4. The PRE-HEARING CONFERENCE will include but not be limited to: the parent, guardian or surrogate parent; a supervisor of special education; the student, if appropriate; and if possible, the evaluator(s) and the guidance counselor. Any person the parent wishes to invite may attend. The parent may request that the conference be closed to the public.

5. The school district and/or intermediate unit personnel will provide written evidence to support the appropriateness of the student's program. You may present records or reports, not previously available to the district or intermediate unit, which you feel will be helpful in determining the appropriateness of the recommended assignment.

6. You may be accompanied by any person of your choice, including legal counsel, whom you wish to either advise or represent you at the conference.

7. At the PRE-HEARING CONFERENCE, every attempt will be made to reach an agreement on an appropriate placement and program. The purpose of the conference is to foster discussion and not confrontation.

FOLLOWING THE PRE-HEARING CONFERENCE, YOU WILL BE GIVEN DOCUMENTATION OF THE CONFERENCE AND THE OPPORTUNITY TO REQUEST A HEARING.

II. HEARING

If you request a HEARING, these procedures will be followed:

1. The school district will forward your request to the Department of Education within 10 days from the date the district receives your request.

2. The HEARING will be conducted by an impartial hearing officer who is a designee of the Secretary of Education.

3. The HEARING will be held no sooner than 15 days nor later than 30 days from the date your hearing request is received by the Department of Education.

4. The HEARING will be held in your local school district or intermediate unit and may be held in the evening, if you wish.

5. It will be an oral, personal HEARING, and it will be closed and private unless you specifically request an open HEARING.

6. You may be represented by any person of your choice, including legal counsel.

7. You have the right to present evidence, including expert medical, psychological and educational testimony. Any evidence which you present is to be disclosed to the school district/intermediate unit at least 5 days before the hearing.

8. You have the right to compel the attendance of any school official, employe or agent of a school district, intermediate unit or the Department of Education who may have evidence directly relevant to the recommended assignment and to confront and to pose questions to any witness at the HEARING.

9. Any evidence which the school district/intermediate unit presents is to be disclosed to you at least 5 days before the HEARING.

10. A transcript of the HEARING will be made; a copy will be at the school district or intermediate unit office. You may review this copy, or, at the close of the HEARING, you may request your own copy free of charge.

11. The decision of the hearing officer will be based solely on the evidence presented at the HEARING. The hearing officer will decide whether the recommended assignment is appropriate. If the hearing officer decides that the assignment is inadequate or inappropriate for your child and if the hearing officer feels that there is substantial evidence to show that your child is in need of special education, he may recommend an alternate type of special education for your child or he may recommend modifications in the school district/intermediate unit proposed program. After the hearing officer's decision is rendered, it shall be the school district's responsibility to implement the decision.

12. The decision will be made within 20 days of the HEARING. It will be in writing, and will contain findings of fact and conclusions of law. The decision will be sent to you by certified mail.

13. Within 10 days of the date you receive the decision, the school district will contact you to schedule a conference to develop an Individualized Education Program.

14. No change will be made in the student's educational assignment until a decision has been rendered by the hearing officer.

15. You may appeal the decision of the hearing officer to the Secretary of Education who will review your objections to the hearing officer's decision. The appeal procedures will be attached to your copy of the decision. The decision of the Secretary of Education on your objections may in turn be appealed to Pennsylvania Commonwealth Court or, pursuant to 20 U.S.C. § 1401 *et seq*., to Federal district court.

The local Mental Health and Mental Retardation Base Service Unit is:

____

____ PHONE:__________

The Pennsylvania Association for Retarded Citizens may assist you concerning the hearing. The PARC chapter nearest to you is:

____

____ PHONE:__________

If you wish to be represented by a lawyer, but are unable to afford one, free legal services may be available to you from:

____

____ PHONE:__________

The following agencies may also assist you:
(NOTE: Appropriate list of agencies with address, phone number and the type of student served to be provided by each intermediate unit.)

____

____ PHONE:__________

____

____ PHONE:__________

____

____ PHONE:__________

Date

I. PRE-HEARING CONFERENCE

The following persons have participated in the educational PRE-HEARING CONFERENCE (list names and positions of each person who participated in the conference):

Following are the issues which were resolved/not resolved at the PRE-HEARING CONFERENCE:

II. INSTRUCTIONS

If you approve of the educational placement and program recommended for the student, please check the space provided for approval and sign your name. If revisions were made in the recommended assignment and program as a result of the conference, you will receive a written notice describing the revisions.

Once you indicate approval, the program will be implemented.

If you disapprove of the educational placement or program recommended for the student, and you wish to request a hearing to resolve any differences, check the space provided for disapproval and sign your name. To request a hearing, send in your request within 10 days of the date you received this.

If you indicate disapproval, the program will not be implemented. No change in assignment will occur until the decision of the hearing officer is received. Please review the notice which was previously sent to you. It contains an outline of hearing procedures.

If you do not respond within 10 days of the date of the PRE-HEARING CONFERENCE, it will indicate that you approve the educational placement and program that was discussed at the conference and any revisions which you received. No response also indicates that you waive the right to a hearing at this time.

III. RESPONSE

Please check one and sign.

☐ I approve of the educational placement and program which is recommended.

☐ I do not approve of the educational placement and program which is recommended. I therefore request a hearing.

Date — Signature of Student, Parent/Guardian or Surrogate Parent

Date — Signature of Parent/Guardian

IV. OPEN OR CLOSED HEARINGS

If you requested a hearing, you have the right to decide whether it will be open to the public or closed and private.

If the hearing is closed and private, then only you, the student (if appropriate), your representative(s), school officials, other witnesses, the hearing officer and the recorder will be present. When a hearing decision is made, it will only be released in an identifiable form to you and to those persons who must implement it. If you choose to have a closed hearing, you may, nevertheless, designate friends or observers whom you wish to be allowed to remain present.

If the hearing is open to the public, anyone may attend it. When a hearing decision is made, it may be released with the student's name and will be available to interested persons. The transcript, letters, documents, reports, test results and other material from the hearing will not be released to the public beyond the extent to wihch they appear in the decision.

Please check one and sign.

☐ I wish this student's hearing to be open to the public.

☐ I wish this student's hearing to be closed and private.

Date — Signature of Student, Parent/Guardian or Surrogate Parent

Date — Signature of Parent/Guardian

NOTE: Unless you indicate otherwise, the hearing will be a closed hearing.

MONTGOMERY COUNTY INTERMEDIATE UNIT
Speech, Language, and Hearing Program
1605 B West Main Street, Norristown, PA 19401

NOTICE OF RECOMMENDED ASSIGNMENT

Date ______________________________

Dear Parent or Guardian:

In carrying out the provisions of Public Law 94-142, an Individualized Educational Program Conference was held for your child on ______________________________, 19_____.

As a result of that meeting, it is recommended that ______________________________:
(Child's Name)

☐ receive an appropriate speech and/or language program as specified in the enclosed IEP

☐ be dismissed from the speech and language program due to:

( ) maximum possible improvement at this time.
( ) parental request.

Before this recommendation is implemented, you have the right to request a pre-hearing conference to discuss, with school personnel, the educational program and placement. If you disagree with the outcome of this conference, you may request a formal hearing. Should you request a pre-hearing conference, a notice which outlines the procedural safeguards as specified in State Board of Education Regulations will be sent to you.

Please indicate below, by checking the appropriate box, if you approve or disapprove of this change. In either case, please sign, date, and keep one copy of this form. Please return the other two copies of this form within 10 days to:

(Name and Address of School)

____
(I.U. #23 Speech or Language Clinician)

____
(Responsible School Official) (School District)

____
(I.U. #23 Supervisor of Speech and Hearing)

☐ I approve the recommended placement and program and do not wish to request a pre-hearing conference or a hearing.

☐ I do not approve the recommended placement and program. I request a pre-hearing conference.

______________________________/______________
(Signature of Parent or Guardian) (Date)

______________________________/______________
(Signature of Parent or Guardian) (Date)

IEP PLANNING MEETING

Because the IEP Planning Meeting is one of the most important steps in the IEP process, the teacher should be familiar with the structure and content of these meetings. In most cases, the IEP Planning Meetings in which a given teacher will be involved will concern continuing placements, the students already on that teacher's class list (or case load). These meetings should include at least the teacher, the parent(s) of the child, and the LEA Representative. Others may be invited by either the parents or the educational agency involved. The LEA Representative will serve as chairman of these meetings and should follow the "IEP Planning Meeting Checklist" (Form 3) in doing so. At these meetings the teacher will be asked to give information about:

1. present educational levels,
2. annual goals,
3. short-term objectives,
4. instructional materials,
5. methods of evaluation,
6. performance criteria,
7. related services, and
8. any special materials that may be required.

If differences of opinion arise about any of these points during the meeting the LEA Representative will mediate. Total agreement does not have to be reached at this meeting and more than one meeting may be held, if necessary. According to the law, a proposed IEP cannot be brought to the meeting. Therefore, the teacher should record the information presented so that they can complete the IEP when the meeting is over.

The IEP Planning Meeting should be scheduled at a mutually agreeable time. Although the scheduling of these meetings is the responsibility of the LEA Representative (LEA Rep henceforth), it will be a cooperative effort between the teacher and the LEA Rep and very often the actual contact with the parents will be made through the teacher. Similarly the compilation of the "Case Contact Log" (Form 4) will be done by the teacher for the continuing placements. If a second IEP Planning Meeting is necessary the LEA Rep is responsible for scheduling it and requesting the input of additional participants if it is appropriate. In the case of Speech, the LEA Rep is often the school principal. If he decides a second IEP Planning Meeting is needed and that the IU Speech Supervisor should be involved, he should contact that supervisor to arrange a mutually agreeable time.

PROCEDURAL RESPONSIBILITIES

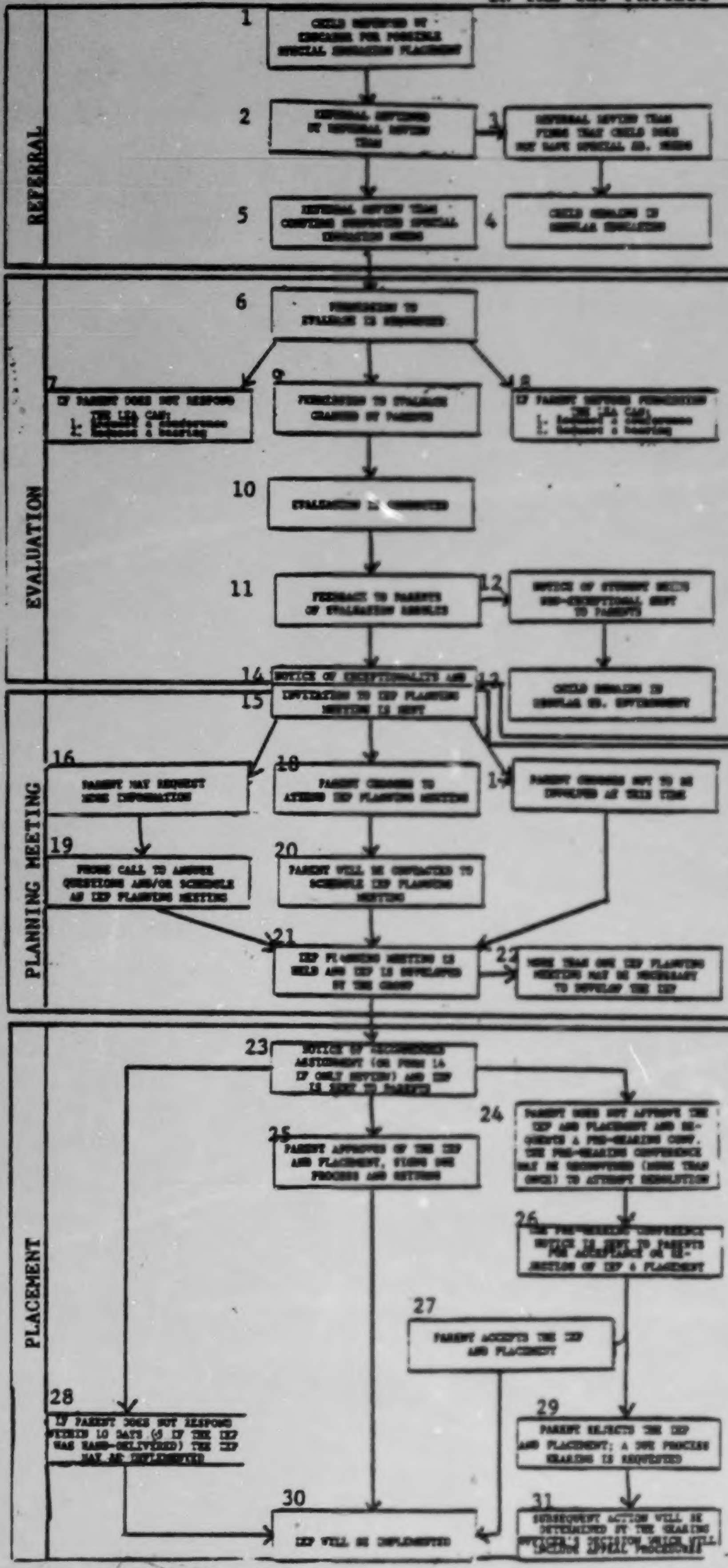
The legal responsibility for the IEP Process and the IEP lies with the Chief School Administrator of each local School District for each exceptional student that resides in their district.

Procedural responsibilities for the process are designated by the Chief School Administrator to representatives of the school district or the Intermediate Unit. In most cases the Local Education Agency Representative (LEA Rep.) is the named designee for these responsibilities.

The flow charts on the following pages outline each step of the IEP Process and the person responsible for each step.

The forms and procedures described are those being used by the Montgomery County Intermediate Unit. Teachers employed by School Districts and Approved Private Schools in Montgomery County should consider these as suggested forms and procedures and are urged to check with their local school administrators for local procedures.

THE SEQUENCE OF EVENTS AND PROCEDURAL RESPONSIBILITIES IN THE IEP PROCESS


REFERRAL
EVALUATION
PLANNING MEETING
PLACEMENT
1 CHILD REPORTED BY EDUCATOR FOR POSSIBLE SPECIAL EDUCATION PLACEMENT
2 REFERRAL REVIEWED BY REFERRAL REVIEW TEAM
3 REFERRAL REVIEW TEAM FINDS THAT CHILD DOES NOT HAVE SPECIAL ED. NEEDS
4 CHILD REMAINS IN REGULAR EDUCATION
5 REFERRAL REVIEW TEAM CONFIRMS SUSPECTED SPECIAL EDUCATION NEEDS
6 PERMISSION TO EVALUATE IS REQUESTED
7 IF PARENT DOES NOT RESPOND THE LEA CAN: 1. Request a Conference 2. Request a hearing
9 PERMISSION TO EVALUATE GRANTED BY PARENTS
8 IF PARENT REFUSES PERMISSION THE LEA CAN: 1. Request a Conference 2. Request a hearing
10 EVALUATION IS CONDUCTED
11 FEEDBACK TO PARENTS OF EVALUATION RESULTS
12 NOTICE OF STUDENT BEING NON-EXCEPTIONAL SENT TO PARENTS
14 NOTICE OF EXCEPTIONALITY AND
15 INVITATION TO IEP PLANNING MEETING IS SENT
13 CHILD REMAINS IN REGULAR ED. ENVIRONMENT
16 PARENT MAY REQUEST MORE INFORMATION
18 PARENT CHOOSES TO ATTEND IEP PLANNING MEETING
17 PARENT CHOOSES NOT TO BE INVOLVED AT THIS TIME
19 PHONE CALL TO ANSWER QUESTIONS AND/OR SCHEDULE AN IEP PLANNING MEETING
20 PARENT WILL BE CONTACTED TO SCHEDULE IEP PLANNING MEETING
21 IEP PLANNING MEETING IS HELD AND IEP IS DEVELOPED BY THE GROUP
22 MORE THAN ONE IEP PLANNING MEETING MAY BE NECESSARY TO DEVELOP THE IEP
23 NOTICE OF RECOMMENDED ASSIGNMENT (OR FORM 14 IF ONLY REVIEW) AND IEP IS SENT TO PARENTS
24 PARENT DOES NOT APPROVE THE IEP AND PLACEMENT AND REQUESTS A PRE-HEARING CONF. THE PRE-HEARING CONFERENCE MAY BE RECONVENED (MORE THAN ONCE) TO ATTEMPT RESOLUTION
25 PARENT APPROVES OF THE IEP AND PLACEMENT, SIGNS DUE PROCESS AND RETURNS
26 THE PRE-HEARING CONFERENCE NOTICE IS SENT TO PARENTS FOR ACCEPTANCE OR REJECTION OF IEP & PLACEMENT
27 PARENT ACCEPTS THE IEP AND PLACEMENT
28 IF PARENT DOES NOT RESPOND WITHIN 10 DAYS (5 IF THE IEP WAS HAND-DELIVERED) THE IEP MAY BE IMPLEMENTED
29 PARENT REJECTS THE IEP AND PLACEMENT; A DUE PROCESS HEARING IS REQUESTED
30 IEP WILL BE IMPLEMENTED
31 SUBSEQUENT ACTION WILL BE DETERMINED BY THE HEARING OFFICER'S DECISION WHICH WILL INCLUDE APPEAL PROCEDURES

PERSON(S) RESPONSIBLE FOR EACH STEP OF THE PROCESS

1. Educator
2. District Referral Review Team
3. District Referral Review Team
4. District Referral Review Team
5. District Referral Review Team

6. School District (Form 9)
7. School District
8. School District
9. Parent (Bottom Form 9)
10. District Multi-Disciplinary Team
11. District Multi-Disciplinary Team
12. Chief School Administrator or his designee (Form 10A)
13. Chief School Administrator or his designee
14. Chief School Administrator or his designee (Form 10)

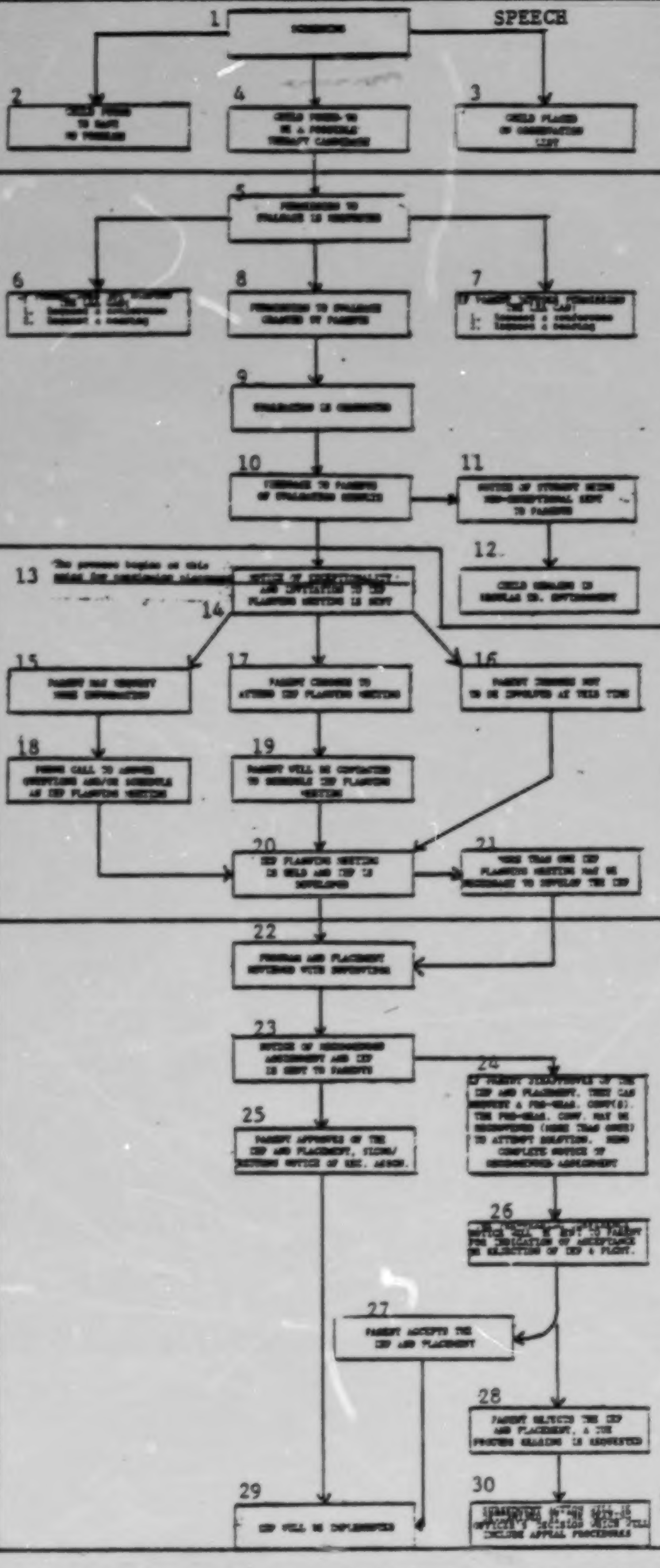
15. LEA Rep. or teacher (Form 1)
16. Parent (Bottom of Form 1 or 10)*
17. Parent (Bottom of Form 1 or 10)*
18. Parent (Bottom of Form 1 or 10)*
19. LEA Rep. or teacher (Form 4)
20. LEA Rep. or teacher
21. LEA Rep. (Form 3)
22. LEA Rep. (Form 3)

*Form 10 for Newly Identified Student
Form 1 for Continuing Placements

23. Teacher to Supervisor to Chief School Administrator of District (Form 13 and Form 14 or Due Process*
24. Chief School Administrator or his designee.
25. Parent
26. Chief School Administrator or his designee
27. Parent
28. Parent
29. Chief School Administrator or his designee
30. Teacher
31. School District

*Form 14 - Review Only
Due Process - Reevaluation year or Newly Identified Student or for Revisions on IEP.

SPEECH



PERSON(S) RESPONSIBLE FOR EACH STEP OF THE PROCESS

1. Speech Clinician
2. Speech Clinician
3. Speech Clinician
4. Speech Clinician
5. Speech Clinician (Form 9A)
6. School District
7. School District
8. Parent (Bottom Form 9A)
9. Speech Clinician
10. Speech Clinician (Can be phone call)
11. Filled out by Speech Clinician (Form 11A) Signed by IU Supervisor or LEA Rep.
12. Speech Clinician
13. Filled out by Speech Clinician(Form 11) Signed by IU Supervisor or LEA Rep.
14. LEA Rep. or Speech Clinician (Form 1)
15. Parent (Bottom Form 1 or 11)
16. Parent (Bottom Form 1 or 11)
17. Parent (Bottom Form 1 or 11)
18. Speech Clinician (Form 4)
19. Speech Clinician with LEA Rep.(Form 4)
20. LEA Rep., Chairperson (Form 3)
21. LEA Rep., Chairperson (Form 3)
22. Speech Clinician and IU Supervisor
23. Speech Clinician to IU Supervisor to LEA Rep. (Form 13, Form 12A and Notice of Recommended Assignment)
24. a. Chief School Administrator or his designee
    b. Clinician contacts School District of Disapproval
    c. School District sends complete Notice of Recommended Assignment
25. Parent
26. Chief School Administrator or his designee
27. Parent
28. Chief School Administrator or his designee
29. Speech Clinician
30. School District

ALL CORRESPONDENCE AND FORMS WILL BE MAILED BY THE SCHOOL DISTRICT.

PARENTS' RIGHTS

One of the purposes of P.L. 94-142 is to encourage and provide for active parental participation in planning an appropriate educational program for their child. "The I.E.P. is an educational program developed jointly by parents and school personnel" (Sec. 341.18a).

PARENT PARTICIPATION IN THE I.E.P. PLANNING MEETING - Each local education agency is to take steps to insure that the legal parent/guardian of the student is present at the I.E.P. Planning Meeting, or is afforded the opportunity to participate. Parents may be contacted through the mail, by telephone or by home visits. Two out of these three methods of communication must be attempted.

The I.E.P. Planning Meeting should be scheduled at a mutually agreed upon time and place. If the parent requests that the Planning Meeting be conducted on the phone, both the teacher and LEA Rep must participate. The I.E.P. Planning Meeting may be conducted without the parent in attendance only if there is sufficient documentation of attempts to arrange a mutually agreed upon time and place. This documentation is to include detailed records of phone calls made or attempted, copies of correspondence and detailed records of home or office visits.

The parent should be fully informed about the I.E.P. plan and procedures so that he/she can serve as an active participant. If the parent has a communication barrier, the local education agency shall provide an interpreter, or take whatever action is necessary to insure that the parent understands the proceedings. The parent has the right to invite whomever they want to the I.E.P. Planning Meeting to assist them in the development of the I.E.P. The parent has the right to inspect and review all relevant school records at any time.

PARENT INVOLVEMENT IN REVIEW AND REVISION - According to State Standards (Sec. 341.17), each I.E.P. must be reviewed at least once a year. Every second year, this review will include a reevaluation of the student's records by a teacher. This may or may not include administration of individual psychological tests by a certified school psychologist. Parental consent is not required for such an evaluation. A parent may request an evaluation of their child's identification and assignment annually in accordance with parent-initiated due process procedures. A parent may also request a review of the I.E.P. at any time.

PARENT OPTIONS FOR APPROVAL OR DISAPPROVAL - When the I.E.P. Planning Meeting(s) has been completed the parent will be sent (1) a copy of the I.E.P., (2) a cover letter explaining what to do with the forms and where to call for further information and (3) either a Notice of Recommended Assignment (Due Process) or a letter explaining that the I.E.P. has been reviewed and no revision is necessary at this time. If the parent approves of the program and placement, the I.E.P. will be implemented. If they disapprove of the I.E.P. and placement, they may request a pre-hearing conference. Although there can be only one pre-hearing conference, it may be reconvened several times. If resolution is not reached at the pre-hearing conference, the parent has the right to request a hearing. The parent has the right to be represented by a person of their choice, including legal counsel, at the pre-hearing conference or the hearing. The parent also has the right to obtain an independent evaluation.

REVIEW, REVISION AND REEVALUATION

According to State Standards (Sec. 341.17), each I.E.P. must be reviewed at least once a year. For example, if the "date written" of the present I.E.P. is October 15, 1977, the review must be completed by October 15, 1978, or sooner. The review process should begin with the invitation of the parents to the I.E.P. Planning Meeting (Form 1). Prior to this, of course, all necessary teacher evaluations and observations regarding present levels of functioning should be completed and documented. From this point on, the usual I.E.P. procedures should be followed with full documentation of parent involvement at each stage. If during the review process you find that a revision is needed, it should be done at the I.E.P. Planning Meeting (changes in primary assignment, related services or annual goals constitute a revision of the I.E.P.). A system for staggering I.E.P. review date throughout the school year is currently being developed.

At least once every two years the review and/or revision of the I.E.P. should be based on an analysis of the documented cumulative record of the student by a team consisting of a psychologist, supervisor of special education, and the teacher of the person. This reevaluation (every second year) may or may not include the administration of individual psychological tests by a certified public school psychologist and other clinical examinations, if needed (State Standards Sec. 341.17b).

On the following page is the tentative procedure for review/revision and reevaluation for Spring, 1978, and possibly the 1978-1979 school year. This procedure was decided upon by the Intermediate Unit administration for I.U. program operations. These procedures might vary in district-run programs.

PROCEDURE FOR INVOLVING PSYCHOLOGICAL SERVICES PERSONNEL IN IEP REVIEW AND/OR REVISION, REEVALUATION

PROGRESS CONSIDERATION

I. Teacher and program supervisor will indicate by class those students whose IEP review may require services of Evaluation Team.

II. Supervisor will transmit to the psychologist in charge of scheduling a list with those students as indicated with IEP Review Date of each.

III. Assigned psychologist will contact supervisor and teacher so that supervisor can convene Evaluation Team Meeting to review all pertinent data.

   A. If further psychological assessment is deemed necessary:
      1. District notified
      2. Parent notified
      3. Student intake
      4. Parent intake
      5. Assess in as much depth as necessary
      6. Feedback report to Evaluation Team
      7. Feedback report to district
      8. Feedback report to parent when necessary.

IV. IEP Planning Conference scheduled with all deliberate speed.

V. 24-month cycle is redetermined for mandated reevaluation.

MANDATED REEVALUATION OF IEP (every 24 months)

I. Program supervisor will notify the psychologist in charge of scheduling of those students by class list whose records are to be reviewed and reevaluated.

II. Psychologist will contact supervisor and teacher to schedule Evaluation Team Meeting to review all data.

III. Evaluation Team reviews all data and if further psychological assessment is deemed necessary, refer to Step III A above. Assessment must be scheduled within 10 days and must be completed within 60 days.

IV. If no further assessment is necessary, then Step IV above is followed.

ANNUAL REVIEW OF IEP (every 12 months)

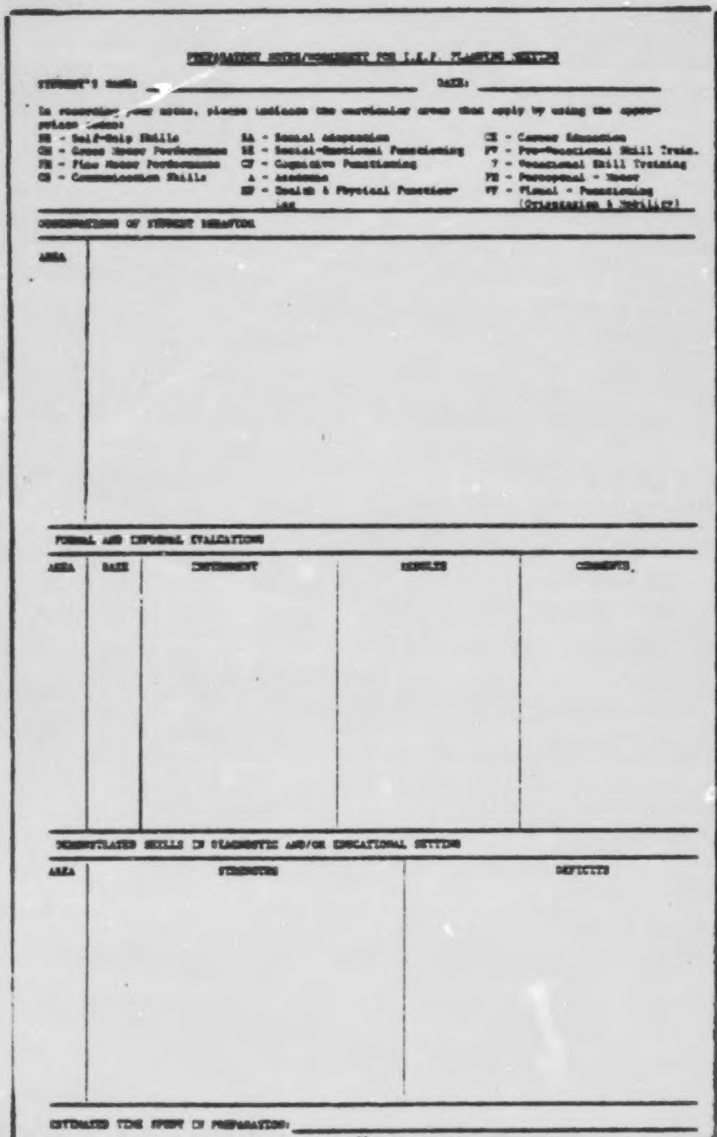
I. An IEP Planning Meeting is convened, consisting of the teacher, the parent and the LEA Representative to review pupil's progress.

TRANSFER STUDENTS

When a special education student enters a new school district, the student's current I.E.P. is to be reviewed by an evaluation team. This review must be based on an analysis of all documented records in the student's cumulative file. This review may be followed by additional evaluative procedures. When the evaluation team completes its' review of the I.E.P. an I.E.P. Planning Meeting is to be held. Following the I.E.P. Planning Meeting a copy of either the reviewed I.E.P. with appropriate demographic alterations or the revised I.E.P. is sent to the parents. In both cases (regardless of the types of changes) a new Notice of Recommended Assignment (Due Process) is to be sent to the parents for their approval along with the copy of the I.E.P. The usual I.E.P. procedures that are used during a reevaluation year are to be followed to insure that the parents and the student have been accorded their rights.

Preparatory Notes/Worksheet for I.E.P. Planning Meeting

This form has been developed at the request of the various district personnel for the school year 1977-78. It is a suggested format. It has been devised for use in preparing for an IEP Planning Meeting when a student is a possible candidate for an I.U. program with the exception of vision programs. (Please find vision worksheets on the following two pages.) The LEA Representative, sending teacher, evaluator(s), and the I.U. consultant would each complete this form to aid in developing the rough draft IEP. Optional other uses include: preparation for an IEP Planning Meeting which involves review and/or revision of an IEP for continuing placements, preparation of IEP's for district programs, and may prove useful for other IEP preparations.



PREPARATORY NOTES/WORKSHEET FOR I.E.P. PLANNING MEETING

STUDENT'S NAME: ______________________ DATE: ______________

In recording your notes, please indicate the curricular areas that apply by using the appropriate codes:

SH - Self-Help Skills
GM - Gross Motor Performance
FM - Fine Motor Performance
CS - Communication Skills
SA - Social Adaptation
SE - Social-Emotional Functioning
CF - Cognitive Functioning
A - Academics
HP - Health & Physical Functioning
CE - Career Education
PV - Pre-Vocational Skill Train.
V - Vocational Skill Training
PM - Perceptual - Motor
VF - Visual - Functioning (Orientation & Mobility)

OBSERVATIONS OF STUDENT BEHAVIOR

AREA

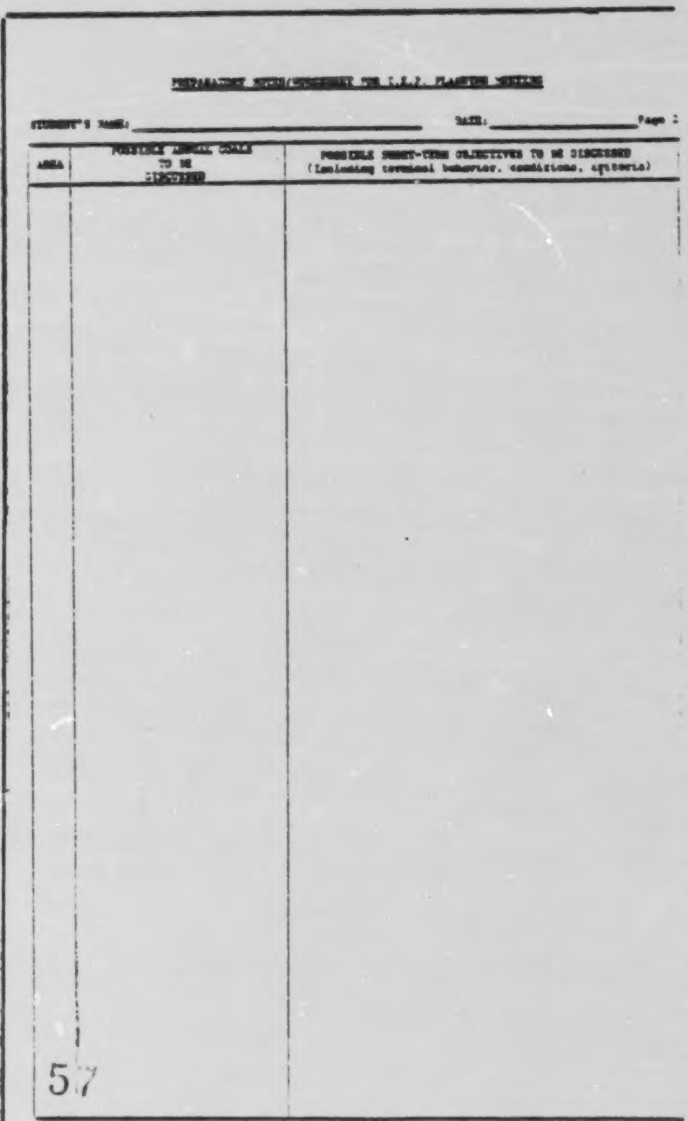
FORMAL AND INFORMAL EVALUATIONS

AREA	DATE	INSTRUMENT	RESULTS	COMMENTS.

DEMONSTRATED SKILLS IN DIAGNOSTIC AND/OR EDUCATIONAL SETTING

AREA	STRENGTHS	DEFICITS

ESTIMATED TIME SPENT IN PREPARATION: ______________________



PREPARATORY NOTES/WORKSHEET FOR I.E.P. PLANNING MEETING

STUDENT'S NAME: ______________________ DATE: ______________ Page 2

AREA	POSSIBLE ANNUAL GOALS TO BE DISCUSSED	POSSIBLE SHORT-TERM OBJECTIVES TO BE DISCUSSED (Including terminal behavior, conditions, criteria)

VISION DEPARTMENT

D & C INVESTIGATION OF REFERRAL

I. Pertinent Data:

Student's Name ______________________ Age __________ Date of Birth __________

Parent's Name(s) ______________________ Address ______________________

District ______________________ School ______________________ Grade __________

School Phone ______________________ Home Phone ______________________

Principal ______________________ LEA Representative ______________________

Teacher ______________________ District or IU Class ______________________

Does an IEP exist? __________ If yes, attach.

II. Medical Data:

Eye Doctor ______________________ Address ______________________

______________________ Phone ______________ Date of Report __________

Acuity w/Correction Distance - R __________ L __________ B __________

Field __________ Near - R __________ L __________ B __________

Doctor's Recommendations ______________________________________

____

Diagnosis ______________________ Prognosis ______________________

III. Teacher/Consultant's Analysis of functional vision:

Near Vision Screening: R __________ L __________ B __________

Functioning ______________________________________

Device Used ______________________________________

Peripheral Screening ______________________________________

Methods Used ______________________________________

Eye Movements ______________________________________

Methods Used ______________________________________

Color Tests ______________________________________

Methods Used ______________________________________

Use of Print ______________________________________

____

Other ______________________________________

IV. Teacher Interview Information:

Date of Interview ______________________ Results ______________________

V. Student Observation Information:

Date ______________________ Location ______________________________

Results

VI. Educational Data:

Achievement Test Scores Test ________________ Date Administered __________

Scores ____

Problems relating to vision ______________________________________

____

VII. Demonstrated Skills - including strengths and weaknesses (based on observation and diagnostics)

VIII. Student Interview Information:

Date ______________________ Results ______________________________

IX. Recommendations:

Vision Services Required Yes ____________ No ____________

Mobility Evaluation Required Yes ____________ No ____________

X. Potential Goals and Objectives (use separate sheet if needed):

Signature of Teacher/Consultant Date

Signature of Supervisor Date

VI-77-1

LEAST RESTRICTIVE ENVIRONMENT

The following list of educational assignments is ranked from least restrictive to most restrictive as determined by the State of Pennsylvania:

1. Regular class
2. Regular class in a regular school with supporting services
3. A school district special education program in a regular school
4. A school district special education program in a special facility
5. An intermediate unit program in a regular school
6. An intermediate unit program in a special facility
7. An approved private school program
8. A state school program
9. An approved out-of-state program
10. An intermediate unit program of instruction in the home
11. Other

P.L. 94-142 insures that handicapped children receive a free, appropriate public education in an environment that is as close as possible to that of the normal population. The decision to place a handicapped child in a regular class for all or part of the school day will depend on the unique characteristics and educational needs of the individual child.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE East River

Student's Name: Dollens, Frederick M.

Birthdate: 9/30/69

Participants in IEP Development & Writing:

Name	Title
Fay Bierwirth	Teacher
Philip Taylor	L.E.A.
Mr. Fred Dollens	Parent
Mrs. Fred Dollens	Parent
Margie Renese	P.T.

Current Assignment: Profoundly Mentally Retarded - Elementary

Date Written: March 12, 1978

Date of Annual Review: March 12, 1979

Operating Agent: M.C.I.U.

Person responsible for Implementation of Program: Jerome T. Potter

Date of IEP Planning Meeting: March 10, 1978

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Profoundly Mentally Retarded - self contained	March, 1978	ongoing

It is not appropriate for this student to be mainstreamed into regular education at this time.

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus Transportation	March, 1978	ongoing
Physical Therapy	March, 1978	ongoing
Occupational therapy - consultative	March, 1978	ongoing
Consultation for communication problems	March, 1978	ongoing
Adaptive physical education	March, 1978	ongoing

SPECIAL MEDIA OR MATERIALS: MaLaren chair (wheelchair), side-lying box, adapted seat for bus, bean bag chair, wedge, therapeutic ball

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

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(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Fred Dollens

DATE IEP WRITTEN 3/12/78

PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

Assements Administered: R.P.M. & Informal Teacher Assessments

COMMUNICATION: On an informal assessment using tasks from the Handicapped Environmental Language Program, Fred demonstrated good localization skills, but poor ability to reach and grasp.

Fred attends to visual stimuli for 10-15 second periods, maintains eye contact for 10 seconds, and localizes sounds when in a sitting position. He responds to his name and mirror image. He attempts reaching when in side-lying and sitting positions, and provided with physical prompts. He spontaneously vocalizes inflectional vowel-like sounds, but does not vocalize for communicative purposes.

MOTOR: Relaxation techniques are used prior to gross motor activities. Fred can roll segmentally from his back to left side with physical assistance. Given the proper support and positioning in equipment, he can be placed in sitting, side-lying, and prone positions. When in prone position over a roll, he can raise his head with midline orientation, and occasionally maintains this position for 15 seconds. When provided with physical assistance, Fred can sometimes maintain a side-lying position for a period of 1 minute.

FEEDING: Fred eats junior foods, but needs to be fed and needs to be provided with facilitation or jaw control techniques while eating. He demonstrates some control over jaw movements, and occasionally pulls food off the spoon with his lips. The 3-finger jaw control method is used in feeding Fred with eating and drinking.

SOCIAL: He returns a smile on 4 out of 5 trials, and responds to greetings on 1 out of 5 trials. He does not identify others by turning head unless gestural and verbal prompts are provided.

(AID:mlm - Form 13B - Rev. 11/30/77)

STUDENT NAME Fred Dollens

DATE IEP WRITTEN 3/12/78

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
1. Communication:	
a. Fred will improve his ability to indicate needs and desires.	1-a.1 Asked the question "more?" when a pleasurable or rewarding activity is stopped, Fred will indicate his desire for the activity to continue or reoccur by responding with vocalizations; facial movements, etc., for 2 consecutive trials for 3 consecutive days.
	1-a.2 Given a relaxation activity, proper positioning, an object or stimulus placed within view and prompted to move his arm, Fred will move his arm for 2 out of 2 trials for 3 consecutive days.
	1-a.3 Given a relaxation activity, proper positioning, and an object or stimulus placed within view, Fred will reach toward the object or stimulus for 2 out of 2 trials for 3 consecutive days.
b. Fred will improve his visual tracking skills.	1-b.1 Given a visual stimulus moved from midline to the side of his face (90°), his head or eyes will move in the direction of the stimulus for 3 out of 4 trials for 3 consecutive days.
	1-b.2 Given same as 1-b.1, he will visually track the object for 3 out of 4 trials for 3 consecutive days.
	1-b.3 Given a visual stimulus moved from one side of his face to the other (180°), Fred will visually track the object for 3 out of 4 trials for 3 consecutive days.
2. Motor:	
a. Fred will increase his control of head movements.	2-a.1 Given relaxation activity and proper positioning, Fred will raise his head with midline orientation when prone over a roll, and when sitting on the instructors lap for 2 out of 2 trials for 3 consecutive days without facilitation.

STUDENT NAME Fred Dollens

DATE IEP WRITTEN 3/12/78

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
	2-a.2 Given relaxation activity and proper positioning, and facilitation, Fred will hold his head up for one minute when sitting in the instructor's lap, and for 30 seconds when in a prone positing.
b. Fred will improve his ability to roll segmentally from supine to side with decreasing amounts of assistance.	2-b.1 Given a relaxation activity prior to being placed in a supine position, and assistance at the hip in rolling to side, Fred will complete the activity of rolling segmentally on 2 out of 2 trials for 3 consecutive days. 2-b.2 Same as objective 2-b.2 except Fred will complete the roll after given assistance 3/4 way through the roll.
c. Fred will improve his ability to maintain a sidelying position without supports.	2-c.1 Given relaxation and position on his side without supports, Fred will maintain the sidelying position for 10 seconds when placed on his right side, and 20 seconds when placed on his left side for 4 consecutive days. 2-c.2 Same as 2-c.1 except the student will maintain the position for 20 seconds on his right side and 30 seconds on his left side.
d. Fred will improve his ability to bear weight on his arms.	2-d.1 Placed in a 1/2 side-sitting position (propped on elbow) with support from the instructor, Fred will bear some weight on his arms to both sides, as judged by the instructor for 2 consecutive trials for 3 consecutive days. 2-d.2 Same as 2-d.1 except he will bear some weight on his arms with his arms placed in front of him, when provided with minimal support at his shoulder. 2-d.3 When placed in a prone position on a large therapeutic ball with the ball

STUDENT NAME Fred Dollens

DATE IEP WRITTEN 3/12/78

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
	2-d.3 (cont.) tilted forward, Fred will momentarily bear some weight on his hands,as judged by the instructor, for 2 out of 3 trials for 3 consecutive days.
3. Feeding: a. Fred will improve and utilize jaw control, lip closure, tongue movements, and chewing skills while eating junior foods and drinking.	3-a.1 Fed junior foods by an instructor providing the 3-finger jaw control technique, Fred will open his mouth to the proper gradation, and use his lips to remove food from spoon, and liquid from cup while eating and/or drinking, as judged by the instructor for 4 consecutive days.
	3-a.2 Provided with 3-finger jaw control method, when fed, Fred will use proper . proper tongue movements and retain all food and liquid placed in his mouth, as judged by instructor for 3 consecutive days.
	3-a.3 Provided with 3-finger jaw control technique when fed, Fred will maintain lip closure while eating and drinking as judged by instructor for 4 consecutive days.
	3-a.4 Given a small piece of easily chewable food provided with 3-finger jaw control technique, Fred will bite down on the piece of food on 3 consecutive days.
4. Social: a. The frequency and quality of Fred's responses to his social environment will increase.	4-a.1 When the student receives a verbal greeting paired with a smile, the student will respond by smiling or vocalizing with increased frequency over baseline data.
	4-a.2 When asked the question "Where is___?" paired with a classmate's name, Fred

STUDENT NAME Fred Dollens

DATE IEP WRITTEN 3/12/78

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
	4-a.2 (cont.) will identify the classmate by turning his head or eyes toward the classmate on 3 out of 4 trials for 3 consecutive days. 4-a.3 Given a normal school day, the student will refrain from crying for an entire school day on 3 consecutive days.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Mountain Valley School District

Student's Name: Richards, Travis M.

Birthdate: May 17, 1960

Current Assignment: Trainable Mentally Retarded - Secondary Speech

Date Written: April 20, 1978

Date of Annual Review: April 20, 1979

Operating Agent: Montgomery County I.U.

Person responsible for Implementation of Program: John T. Smith - Supervisor

Date of IEP Planning Meeting: April 19, 1978

Participants in IEP Development & Writing:

Name	Title
John T. Smith	- LEA Representative
Cheryl Vinton	- Teacher
Joshua Richards	- Parent
Marlene Richards	- Parent
Sally Crane	- Speech Clinician

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Trainable Mentally Retarded Secondary	April, 1978	ongoing
Speech and Language Secondary	April, 1978	ongoing

It is not appropriate for Travis M. Richards to be integrated into the mainstream of regular education at this time.

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus transportation	April, 1978	ongoing
Adaptive Physical Education	April, 1978	ongoing

SPECIAL MEDIA OR MATERIALS: -None-

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

STUDENT NAME Richards, Travis M.

DATE IEP WRITTEN April 20, 1978

PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

ASSESSMENTS ADMINISTERED: TMR Profile; R.P.M. ; Informal Teacher Assessments

SELF CARE: Travis can manage all dressing skills including tying shoes. He can shave when given general directions and verbal prompts.

ACADEMIC SKILLS: Travis has number concepts to 25. He can add single digits to 10 using counters. Travis can print his name but has problems with size and spacing. He can recognize his own name, family names, classmates names and has a sight vocabulary of approximately 50 words. Travis can tell time to the hour. He can identify coins with assistance. He can identify colors, shapes, body parts and basic directional concepts.

PREVOCATIONAL SKILLS: Whereas Travis can perform the basic task skills of sorting according to size, type and color, and packaging with an average of 80% accuracy, he needs improvement in rate of performance and maintaining task attention for longer periods of time. He can identify 10 of 40 common hand tools and can use these tools with assistance.

PSYCHOMOTOR SKILLS: Travis can perform simple exercises, can handle a ball, and can participate in simple team games when given assistance.

SPEECH: On an informal assessment, Travis was found to communicate in phrases, have a minor articulation problem, and inadequate volume.

(AID:mlm - Form 13B - Rev. 11/30/77)

STUDENT NAME Richards, Travis M.

DATE IEP WRITTEN April 20, 1978

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
1. SELF CARE A. Travis will improve grooming skills	1.A. a. Given shaving equipment and verbal prompts, Travis will prepare face and razor, shave face and apply after shave to present a clean appearance as judged by the teacher. b. Given shaving equipment and verbal direction "shave", Travis will prepare face and razor, shave face, and apply after shave independently to present a clean appearance as judged by the teacher. c. Upon verbal direction, Travis will independently perform the tasks of washing face and hands, combing hair, shaving, brushing teeth and straightening clothing, to present a neat and clean appearance as judged by the teacher.
2. ACADEMICS A. Travis will improve abilities in telling time.	2. A. a. Given a model clock, Travis will set the hands to named half hours and quarter hours with 100% accuracy for 3 consecutive trials b. Given a series of clocks set at specified hours, half hours and quarter hours, Travis will identify the time for each clock with 100% accuracy for 3 consecutive trials.
B. Travis will refine printing skills.	B. a. Given 1" lined paper, a pencil, and a list of words to copy, Travis will print all letters of words within the lines with 90% accuracy. b. Given 1" lined paper, a pencil and a short paragraph to copy, Travis will print all words leaving correct spacing between the words and keeping all words within the lines with 80% accuracy.
C. Travis will improve money skills.	C. a. Given 3 each of the 5 different coins, Travis will identify all coins with 100% accuracy for 3 consecutive trials. b. Given 3 each of the 5 different coins, Travis will assign values to all coins with 100% accuracy for 3 consecutive trials. c. Given the numerical form of each coin value, Travis will match numerical forms with coins with 100% accuracy for 3 consecutive trials.
3. PREVOCATIONAL A Travis will improve prevocational task skills	3.A. a. Given a large quantity of items similar in shape and color, Travis will be able to sort the items according to the named attribute with 100% accuracy 3 consecutive times

STUDENT NAME Richards, Travis M.

DATE IEP WRITTEN April 20, 1978

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIAN)
3. PREVOCATIONAL (cont.)	3A. b. Given a large variety and quantity of items Travis will package the items with 100% accuracy for 3 consecutive trials. c. Given a group of task items, Travis will package them in a determined sequence with 100% accuracy for 3 consecutive trials.
B. Travis will improve prevocational task performance rate.	3B. a. Given a variety of prevocational tasks for which Travis has achieved mastery, Travis will increase performance rate by 25% as judged by pretest and post test results.
C. Travis will improve hand tool recognition.	3C a. Given the name of basic hand tools, Travis will select the correct tool from a group of 20 tools with 100% accuracy for all tools b. Given 20 basic hand tools, Travis will identify each tool by name with 100% accuracy. c. Given 30 hand tools, Travis will identify each tool by name and indicate verbally or through demonstration the appropriate use of the tool with 90% accuracy for 3 consecutive trials.
4. PSYCHOMOTOR SKILLS A. Travis will improve performance in team activities.	4A. a. With teacher assistance, Travis will perform skill steps in relay and team games with accuracy defined within the skill as judged by the teacher. b. Given general directions for the team activity, Travis will perform skills independently that are required in the activity, so as not to hold up the game or hinder the flow of the game as judged by the teacher.
5. SPEECH A. Travis will improve speech skills.	5A. a. Travis will appropriately increase volume during speaking situations as judged correct by the clinician. b. Travis will appropriately improve intelligibility of his speech in the following situations at 50% accuracy as judged by the clinician: 1. single words 2. phrases 3. sentences 4. conversation c. Travis will improve the mean length of his verbal responses at 50% accuracy as judged by the clinician in the following sequence: 1. 4-word phrase 2. short sentences - 5 words 3. complex sentences

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE DELAWARE VALLEY

Student's Name: Morgan, Gene

Birthdate: 4/1/70

Participants in IEP Development & Writing:

Name	Title
Mr. & Mrs. Morgan	Parents
John Dulles	Supervisor
Carol James	Teacher
Robt. Jones	Adaptive P.E.Teacher

Current Assignment: Primary EMR

Date Written: 10/5/77

Date of Annual Review: 10/5/78

Operating Agent: Del. Val. School Dist.

Person responsible for Implementation of Program: John Dulles

Date of IEP Planning Meeting: 10/4/77

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Primary EMR	9/77	Ongoing

Gene will participate in regular education for Physical Education, Art and Music.

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus Transportation	9/77	Ongoing
Regular Physical Education	9/77	Ongoing
Adaptive Physical Education	10/77	Ongoing

SPECIAL MEDIA OR MATERIALS:

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Gene Morgan

DATE IEP WRITTEN 10/5/77

PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

Informal testing and teacher observation indicate Gene to be presently functioning at a readiness level for both math and prereading skills. The Key Math Diagnostic Arithmetic Test revealed an overall approximate level of beginning Kindergarten. Weakness in basic numeration skills was especially evident (counting to 10 and numeral recognition to 10). Brad is able to recognize his name in manuscript print, most of the time, but does not at this time appear to recognize any other words in print. He recognizes and names colors: red, yellow, green, but is inconsistent in recognizing other colors. Gene recognizes and names some letters of the alphabet: B,R,O,W,H,F,E, K,L,M. He is able to give his first and last name when questioned and also the names of his family members. Gene can also relate his age and street address but is not aware of his phone number or his birthday. Gene has not been able to accurately print his first name unassisted.

(AID:mlm - Form 13B - Rev. 11/30/77)

STUDENT NAME Gene Morgan

DATE IEP WRITTEN 10/5/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)		
READING READINESS	OBJECTIVES	EVALUATION	CRITERION
1. Gene will develop prereading (readiness) skills and concepts.	He will be able to... 1.1 complete visual discrimination tasks.	Performance on task	Successfully completed with 80% accuracy as judged by the teacher
	1.2 complete auditory discrimination tasks.		
	1.3 recognize rhyming words.		
	1.4 identify and name upper and lower-case letters of the alphabet.		
	1.5 recognize various sight words including full name, classmates' names, and some color words.		
	1.6 identify various positional concepts such as left, right; under, over; etc.		
	1.7 categorize items.		
	1.8 identify sequence of a story.		
	1.9 predict an outcome of a story read aloud.		
LANGUAGE	OBJECTIVES	EVALUATION	CRITERION
1. Gene will improve his oral communication skills.	He will be able to... 1.1 tell full name, age, address and birthdate (day and month).	Performance on task	Successfully completed with 80% accuracy as judged by the teacher
	1.2 name the days of the week in order.		
	1.3 verbally relate a personal experience.		

STUDENT NAME Gene Morgan

DATE IEP WRITTEN 10/5/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)		
LANGUAGE CONTINUED	1.4 initiate conversation with classmates and teachers. 1.5 verbally refer to teacher and classmates by name. 1.6 follow one and two-step commands/directions presented orally.		
HANDWRITING	**OBJECTIVES**	**EVALUATION**	**CRITERION**
1. Gene will improve his fine motor skills, including handwriting skills.	He will be able to... 1.1 trace and follow dots. 1.2 cut on lines. 1.3 draw horizontal, vertical and slant lines; circles, squares, triangles, independently. 1.4 print first and last names, independently. 1.5 write in manuscript the upper and lower-case letters of the alphabet. 1.6 copy words from the desk area and also the blackboard area. 1.7 color within spaces.	Performance on task	Successfully completed with 80% accuracy as judged by the teacher.

STUDENT NAME Gene Morgan

DATE IEP WRITTEN 10/5/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)		
MATH	OBJECTIVES	EVALUATION	CRITERION
1. Gene will develop an understanding of numeration and counting of sets and objects.	He will be able to... 1.1 indicate a one-to-one correspondence between sets.	Performance on task	Successfully completed with 80% accuracy as judged by the teacher.
	1.2 count the elements in sets that have 10 or fewer elements.		
	1.3 match the proper numerals with sets of 10 or fewer elements.		
	1.4 recognize and name numerals 1 to 10.		
	1.5 construct sets of from 1 to 10 elements.		
	1.6 write numerals for sets with 10 or fewer elements.		
	1.7. order the numbers 1 through 10.		
	1.8 recognize and name pennies and nickels.		
	1.9 count groups of pennies 10¢ or less, indicating the value of the group.		
2. Gene will develop an understanding of various comparisons of objects.	He will be able to... 2.1 determine which of several objects is tallest, shortest, longest, largest, smallest.	Performance on task	Successfully completed with 80% accuracy as judged by the teacher.
	2.2 identify sets with more, fewer, most and fewest elements.		
	2.3 identify the nickel as being worth more money than the penny.		

STUDENT NAME Gene Morgan

DATE IEP WRITTEN 10/5/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)		
SELF HELP SKILLS	**OBJECTIVES**	**EVALUATION**	**CRITERION**
1. Gene will improve and increase his self-help skills.	He will be able to... 1.1 snap his pants, button, zip, and lace independently 1.2 knock on the door when he is unable to open it himself. 1.3 ask for help when needed, without having to be prompted to do so.	Performance on task	Successfully completed as judged by the teacher
SOCIAL SKILLS/SCIENCE	**OBJECTIVES**	**EVALUATION**	**CRITERION**
1. Gene will increase his awareness of the social world around him, including self, family, and community.	He will be able to... 1.1 verbally describe his likes and dislikes and feelings and compare these to others'. 1.2 verbally identify and display understanding of rules for maintaining order, especially appropriate behavior for classroom, lunch room, recess, for promoting health and good grooming, for promoting safety; and for protecting the rights of others. 1.3 name family members and give a verbal description of each one. 1.4 compare his own family with others'. 1.5 conceptualize "community" by acquiring and reporting information from direct observation, pictures, charts, films.	Performance on task	Successfully completed as judged by the teacher.

STUDENT NAME Gene Morgan

DATE IEP WRITTEN 10/5/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)		
SOCIAL SKILLS/SCIENCE CONTINUED	OBJECTIVES	EVALUATION	CRITERION
	1.6 identify community workers/helpers and verbally describe their jobs.		
	1.7 name and relate various aspects (or traditions) of holidays.		
2. Gene will increase his awareness of the natural world around him.	2.1 identify the four seasons of the year as they occur and in pictorial form.		
	2.2 verbally describe the weather.		
	2.3 classify living and nonliving things.		
	2.4 care for classroom pets and plants.		
ADAPTIVE PHYS. ED.	OBJECTIVES	EVALUATION	CRITERION
1. Gene will demonstrate improvement in various specified physical education activities.	He will be able to... 1.1 perform a variety of exercises for cardiovascular conditioning and body weight control.	Direct observation of performance on task.	80% accuracy as judged by teacher.
	1.2 perform basic locomotor skills.		
	1.3 perform ball handling activities.		

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Montclair School District

Student's Name: Douglas, Steven

Birthdate: 2/12/63

Current Assignment: EMR Secondary

Date Written: 10/10/77

Date of Annual Review: 10/10/78

Operating Agent: Montgomery County IU-23

Person responsible for Implementation of Program: Robert Morse-Supervisor

Date of IEP Planning Meeting: 10/8/77

Participants in IEP Development & Writing:

Name	Title
Robt. Morse	LEA Representative
Alice Peterson	Teacher
Thomas Douglas	Parent
Mary Douglas	Parent

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Secondary level self-contained class for Educable Mentally Retarded students	10/77	ongoing

Steve is integrated into regular education for health, music, art, shop, home economics and physical education.

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Physical Education	10/77	ongoing
Bus Transportation	10/77	ongoing

SPECIAL MEDIA OR MATERIALS: None

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Steven Douglas

DATE IEP WRITTEN 10/10/77

PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

1. Summary of '76-'77 Progress Reports- Steve completed the first three books of Level A of the Phoenix Reading Program. These books dealt with initial consonants, consonant blends, consonant digraphs, short vowels, long vowels, and a variety of comprehension skills. Steve achieved 80% mastery on all phonetic elements of the Action Readers and teachers guide exercises. Performance on comprehension evaluations indicates that some reteaching is necessary. Steve successfully completed the first six chapters of Book 3 of the Heath Mathematics Program. These chapters dealt with place value , an introduction to measurement and computational math. Mastery was achieved in these areas at a conceptual level. Chapter post tests indicate, however, that additional work is necessary in the practical application of these concepts.

   In Social Studies, Steve acquired a variety of career concepts and pre-vocational skills. He is now ready to apply these skills. In Science, Steve was introduced to the fundamentals of home repair in the areas of plumbing, electricity, glazing, and wall maintenance.

2. Reading- Steve is reading at a 2.5 grade level as tested by the Standard Reading Inventory. Word recognition skills were consistent beyond that level but significant deficiencies were evident in all areas of comprehension.

3. Math-Steve achieved an overall grade level of 4.0 on the Key Math Test. Weaknesses were evident in fractions, multiplication, division, mental computation and numerical reasoning.

(AID:mlm - Form 13B - Rev. 11/30/77)

STUDENT NAME Steven Douglas

DATE IEP WRITTEN 10-10-77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)		
Reading and Lang. Arts	OBJECTIVE	EVALUATION	CRITERION
1. Steven will increase his reading comprehension skills	Steve will be able to... 1.1recall specific information from the text. 1.2locate specific information in the text. 1.3identify main ideas. 1.4interpret visual information. 1.5understand the sequence of events. 1.6make predictions. 1.7draw conclusions. 1.8understand cause and effect 1.9interpret characters' feelings and actions 1.10interpret figurative language 1.11relate text to personal experience 1.12comprehend issues in contemporary problems 1.13relate text to current events 1.14make comparisons and contrasts 1.15make generalizations 1.16extrapolate & project	Pre and post tests designed by the IU for each reading bloc will be given	80%
2. Steven will improve his word attack skills	2.1 discriminate the sounds of vowel dipthongs and digraphs 2.2 recognize the sound symbol relationships for vowel dipthongs and digraphs 2.3 discriminate the two sounds of "y" 2.4 learn sight vocabulary 2.5 interpret multiple meanings 2.6 recognize the sound symbol relationships for the two sounds of "y". 2.7 discriminate the r-controlled vowels. 2.8 recognize the sound symbol relationships for r-controlled vowels 2.9 discriminate hard and soft c and g 2.10recognize the sound symbol relationships for hard and soft c and g		

(AID:mlm - Form 13C - Rev. 11/30/77/)

STUDENT NAME Steven Douglas

DATE IEP WRITTEN 10/10/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)		
	OBJECTIVE	EVALUATION	CRITERION
	2.11 recognize the silent consonants 2.12 discriminate short vowel sounds 2.13 recognize the sound symbol relationships for short vowels	Pre and post tests designed by the IU for each reading bloc will be given	80%
Math 1. Steven will increase his math concepts.	Steve will demonstrate the ability to: 1.1 select and draw line segments 1.2 name sides of polygons 1.3 determine congruency 1.4 determine lines of symmetry 1.5 name fractional parts of figures 1.6 name fractional parts of sets 1.7 write equivalent fractions 1.8 recall from memory basic multiplication and addition facts 1.9 write multiplication and addition equations 1.10 solve basic division with remainder exercises 1.11 determine area and volume 1.12 measure diameter and radius 1.13 measure liquid 1.14 perform linear measurements 1.15 multiply 2 and 3-digit nos. by a 1-digit no. 1.16 divide 2 and 3-digit nos. by a 1-digit no.	Pre and post tests for each chapter are provided by the publisher of the math curriculum being used	80%

STUDENT NAME Steven Douglas

DATE IEP WRITTEN 10/10/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)		
	OBJECTIVE	EVALUATION	CRITERION
2. Steven will apply the math skills he learns to practical areas	2.1 make change 2.2 cash a check 2.3 balance a budget 2.4 carry out everyday buying and selling activities 2.5 use a menu 2.6 interpret information from "for sale" ads 2.7 acquire a basic understanding of comparison shopping 2.8 total sales slips 2.9 purchase items through newspaper advertisements	Performance on task	80%
Social Studies 1. Steven will become more familiar with his community	1.1 Given a local phone book and a map of the township, Steven will be able to locate the names, phone numbers, and addresses of various businesses, government offices, and useful service agencies independently. 1.2 Given local train and bus schedules, Steven will be able to specify leaving and arrival times and successfully plan an itinerary.		
2. Steven will increase his understanding of adult employment	2.1 After exposure to a variety of prevocational booklets and filmstrips, Steven will demonstrate an appropriate awareness of various occupational possibilities through written reports 2.2. After exposure to the same material and practical experience, Steven will be able to demonstrate an understanding of appropriate job behavior and employer-employee relationships through group discussion and a simulated classroom work experience. 2.3 Given the Ambler Gazette, Steven will be able to locate and simulate an appropriate response to want ads.		

STUDENT NAME Steven Douglas

DATE IEP WRITTEN 10/10/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Science 1. Steven will learn a variety of home maintenance and repair skills	Using the Mobile Home Maintenance Lab, Steven will be able to perform the following operations correctly as judged by the teacher: 1.1 Fix a clogged drain and leaky faucet 1.2 Replace a broken window 1.3 Plaster small holes 1.4 Repair several small appliances 1.5 Replace a light switch and socket 1.6 Wallpaper a 6' x 6' area 1.7 Locate studs to hang pictures 1.8 Paint walls and woodwork 1.9 Trace electrical wiring
2. Steven will become aware of the needs of living things	2.1 Using the indoor classroom garden, Steven will grow a variety of plants, flowers and vegetables with success relative to classroom conditions. 2.2 Steve will participate in the care and breeding of aquarium fish using materials available in the classroom. Success will be determined by the healthy survival and perpetuation of the fish population

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Fairbanks School District

Student's Name: Snow White

Birthdate: Dec. 25, 1966

Participants in IEP Development & Writing:

Name		Title
Ms. Jones	-	Teacher
Mr. Smith	-	LEA Representative
Mr. & Mrs. White	-	Parents
Ms. Cohen	-	Eval. Team Member

Current Assignment: 6th Grade

Date Written: March 8, 1977

Date of Annual Review: March 8, 1978

Operating Agent: Fairbanks School Dist.

Person responsible for Implementation of Program: Ms. Cochran

Date of IEP Planning Meeting: Feb. 28, 1977

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
	March, 1977	ongoing

Self Contained Learning Disabilities Elementary class with academic integration in a regular class if and when Snow can benefit from such placement. In addition, Snow will be integrated into regular education classes for music, art, and gym.

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus Transportation	March, 1977	ongoing
Regular Physical Education	March, 1977	ongoing

SPECIAL MEDIA OR MATERIALS:

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Snow White

DATE IEP WRITTEN March 8, 1977

PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

As shown by the Informal Reading Inventory, Snow is functioning at a third grade reading level. Her independent level was 2nd grade; instructional level 3rd to 4th grade; and frustration level - 4th grade. Snow's areas of strength in word attack include initial consonants, final consonants, and short-vowel sounds. In comprehension, her strong area was in locating the facts. Snow's weaknesses in word attack include recognizing consonant blends, long vowel sounds, and vowel diagraphs. In comprehension, Snow's weaknesses include getting the main idea, drawing conclusions, and recalling the facts.

An informal writing sample revealed strengths in capitalizing and punctuating simple sentences. Weaknesses were in capitalization of proper nouns, using commas when needed, and usage of pronouns. Spelling errors were in words containing consonant blends, long vowels, and plurals. As evidenced by the writing sample, Snow is familiar with the cursive alphabet. Snow's areas of deficiency include formation of upper-case letters and proper spacing between letters and words.

The results of Key Math show Snow functioning at the 4.5 level in math. Her areas of strength include the basic math facts in addition and subtraction, time, and recognizing the missing elements. Her areas of weakness include basic facts in multiplication and division, addition and subtraction of 3-digit numbers, word problems, addition and subtraction of fractions, measurement, and money.

(AID:mlm - Form 13B - Rev. 11/30/77)

STUDENT NAME Snow White

DATE IEP WRITTEN March 8, 1977

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
READING: Snow will increase her word attack skills.	1. Given 10 pictures of words, beginning with consonant blends, Snow will draw another picture to match each blend with 90% accuracy.
	2. Given a "cue word" pronounced by the teacher, beginning with a consonant blend, Snow will name 2 other words beginning with the same consonant blend 100% of the time.
	3. Given a list of 20 words with initial consonant blends of 2 or 3 letters, Snow will recognize and pronounce the words with 90% accuracy.
	4. Given a list of 20 words with final consonant blends, Snow will recognize and pronounce each word with 90% accuracy.
	5. Given a list of 20-one syllable words, Snow will underline those words containing a long vowel with 80% accuracy.
	6. Given a list of 10-one syllable words with short vowel sounds, Snow will change each word to contain a long vowel by properly adding an e (e.g. hat- hate).
	7. Given a list of 20 words, Snow will identify and pronounce the vowel diagraph with 75% accuracy.
	8. Given a list of 5 words containing vowel diagraphs, Snow will write 5 rhyming words for each word with 80% accuracy.
Snow will increase her reading comprehension skills	1. After reading a short story in her reading book, Snow will state the main idea/or ideas to the satisfaction of the teacher.

STUDENT NAME Snow White

DATE IEP WRITTEN March 8, 1977

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
	2. After reading a selection in her reading book, Snow will recall the facts to the satisfaction of the teacher.
	3. Snow will draw conclusions from a story she has read by stating these conclusions to the satisfaction of the teacher.
LANGUAGE ARTS: Snow will incorporate principals of Language Arts into written language.	1. When presented with 5 sentences without punctuation containing proper nouns, Snow will rewrite each sentence (using proper punctuation) with 90% accuracy.
	2. Given 10 sentences containing lists, Snow will insert commas where appropriate with 80% accuracy.
	3. In all written work, Snow will insert commas in dates with 95% accuracy.
	4. Given 10 sentences containing nouns, Snow will substitute the correct pronoun with 80% accuracy.
SPELLING: Snow will increase skills in spelling	1. Given pre and post tests for levels 1, 2, 3 of Continuous Progress in Spelling, Snow will complete each level with 80% accuracy.
	2. Given spelling words for levels 1, 2, and 3 of Continuous Progress in Spelling, Snow will use each word in a sentence correctly, each time, to the satisfaction of the teacher.

STUDENT NAME Snow White

DATE IEP WRITTEN March 8, 1977

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
HANDWRITING: Snow will improve her handwriting skills	1. When given a printed list of 10 words, beginning with capital letters, Snow will write each word in cursive writing to the satisfaction of teacher. 2. Given 10 sentences, Snow will copy each sentence in cursive writing using proper spacing between letters and words to the satisfaction of the teacher.
MATH: Snow will improve her skills in Math Computation	

Objective	Evaluation	Criterion
1. Snow will recall from memory multiplication facts for zero to nine tables.	Pre & Post tests for each chapter are provided by the publisher of the math curriculum being used	Criterion has been established by the publisher on the record & prescription chart for each chapter.
2. Snow will recall from memory division facts for zero to nine tables.	"	"
3. Snow will add any two 3-digit numbers with regrouping.	"	"
4. Snow will subtract any two 3-digit numbers with regrouping.	"	"

(AID:mlm - Form 13C - Rev. 11/30/77/)

STUDENT NAME Snow White

DATE IEP WRITTEN March 8, 1977

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)		
MATH (cont.)	Objective	Evaluation	Criterion
	5.Snow will add any 2 fractions with like denominators.	"	"
	6.Snow will subtract any 2 fractions with like denominators.	"	"
Snow will improve her skills in Math applications	1.Snow will measure lengths to the nearest ¼ inch	"	"
	2.Snow will solve any word problem using the appropriate operation.	"	"
	3.Snow will indicate the value of a given set of coins and bills.	"	"

(AID:mlm - Form 13C - Rev. 11/30/77/)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Outer Reach

Student's Name: Henry Sokolowski

Birthdate: 6/3/69

Participants in IEP Development & Writing:

Name	Title
Alice Atwood	LEA Rep.
Albert Apple	Teacher
Mr.& Mrs. Alan Anderson	Parents
Abigail Allison	Speech Clinician

Current Assignment: Learning & Adjustment Elementary - Speech

Date Written: April 1, 1978

Date of Annual Review: April 1, 1979

Operating Agent: MCIU

Person responsible for Implementation of Program: Ms. Supervisor

Date of IEP Planning Meeting: March 23, 1978

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Speech and Language Elementary	4/78	ongoing
Self-contained Learning & Adjustment for SED/BI elementary class with integration in a regular class(es) to be determined daily if & when Henry can benefit from such placement.	4/78	ongoing

Currently Henry is integrated into regular education classes for all minor subjects & social studies.

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus transportation, Regular physical education, liason with family through social worker, group therapy under direction of consulting psychiatrist/psychologist, periodic re-evaluations by consulting psychiatrist. MIT as consultant in curriculum & educational programming.	4/78	ongoing

SPECIAL MEDIA OR MATERIALS:

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Henry Sokolowski

DATE IEP WRITTEN April 1, 1978

PRESENT EDUCATION LEVELS
Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

Reading

Henry's performance on the Palo Alto Informal Reading Inventory and Dolch Basic sight word list indicates that he demonstrates needs in most beginning reading skills. He demonstrates knowledge of some letter sounds; however, he does not use this information when attempting word analysis. Henry lacks consistent word attack skills at the pre-primer level with very limited sight vocabulary and at this level his reading comprehension has yet to be developed.

Math

Analysis of the Key Math Diagnostic Test and the Heath Math Placement Test indicates that Henry is basically instructional at the first grade level. He demonstrates knowledge of some concepts, time and mental computation with specific needs in number facts, money and measurement.

Science

On a teacher made test, Henry demonstrated specific information deficits in plant and animal life and knowledge of seasonal changes.

Affective Education

Past and present teacher observations indicate a need for support in improving his attendance to reality, improved self image and peer relationships.

Speech and Language

On the formal and informal speech and language assessment, Henry demonstrated specific needs in the following areas: verbal expression, question asking, sentence length and classification skills. Henry's spontaneous verbal expression is characterized by 1-2 word responses with limited context.

(AID:mlm - Form 13B - Rev. 11/30/77)

STUDENT NAME Henry Sokolowski

DATE IEP WRITTEN April 1, 1978

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Reading	
1. Henry will enlarge his sight vocabulary	1. Given the Dolch first grade sight vocabulary words, Henry will increase by 25% the number of words pronounced.
2. Henry will increase his word recognition skills.	1. Given 20 beginning and ending sounds presented visually and/or orally, Henry will identify each sound with 90% accuracy. 2. Given 20 pattern words from his reading book, Henry will recognize the configuration of each pattern with 80% accuracy.
3. Henry will increase his comprehension skills.	1. After reading the title of a story from Henry's reading book, he will utilize picture clues to explain to the teacher's satisfaction the possible content of the story. 2. After reading a story from his reading book, Henry will relate the sequence of events in the story to the satisfaction of the teacher. 3. Henry will state the main idea of a short story he read to the satisfaction of the teacher.

Math	Objective	Evaluation	Criterion
1. Henry will increase his math computation skills.	1. Henry will write simple addition and subtraction equations.	Pre and post tests for each chapter are provided by the publisher of the math curriculum being used.	Criterion has been established on the record and prescription chart for each chapter.
	2. Henry will add 2 numbers whose sum is between 7 and 10.		
	3. Henry will subtract 2 numbers, the greater of which is between 7 and 10		

(AID:mlm - Form 13C - Rev. 11/30/77/)

STUDENT NAME Henry Sokolowski

DATE IEP WRITTEN April 1, 1978

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
2. Henry will increase his skills in math applications.	1. Henry will recognize pennies, nickels, dimes, and quarters and identify the coin by its value name. 2. Given a set of five pennies, or two nickels, Henry will indicate their combined value. 3. Given a ruler and a line, Henry will measure the line to the inch.
Science	
1. Henry will broaden his knowledge of science concepts.	1. During a science discussion, Henry will describe common characteristics of specific animals to the satisfaction of the teacher. 2. Henry will demonstrate the understanding of plant growth by caring for 3 live plants in the classroom with controlled environments.
Affective Education	The following affective short term objectives will be measured by one or more of following: L & A Affective Rating Scale, teacher observation, and post group discussion with the team.
1. Henry will increase the time of his contacts with reality.	1. Henry will increase his frequency of eye to eye contact with his teacher and peers while participating in group discussions. 2. Henry will engage in peer group discussions and increase positive responsiveness to social interaction initiated by others. 3. While in group, Henry will appropriately label fantasy and indicate when he is participating in such. 4. Henry will decrease his time spent in fantasy by increased social involvement and completing academic assignment within time allotments.

STUDENT NAME Henry Sokolowski

DATE IEP WRITTEN April 1, 1978

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
2. Henry will demonstrate pride in himself by appropriate pleasure responses to accomplished tasks.	1. Henry will decrease the number of negative comments with respect to himself or his work.
	2. Henry will accept praise from authority figures and peers with increased eye contact and verbally respond to praising comments.
	3. Henry will spontaneously demonstrate his self pride by taking completed academic task home for parent affirmation.
3. Henry will acquire an understanding and ability to get along with others appropriately.	1. At the teachers request, Henry will participate in play or work activities with one other member of his group.
	2. Henry will voluntarily participate in a group activity with one or more peers.
	3. Henry will appropriately verbalize while participating in academic and/or free time group activities.
Speech and Language	
1. Henry will demonstrate improved expressive language skills.	1. Henry will demonstrate the ability, as judged by the clinician, to use expressive language as a means of effective communication by engaging in the following activities designed to increase sentence length and content: a) Henry will verbally identify 7 specific characteristics of an object (label, shape, color, size, composition, function, major parts) with 90% accuracy. b) Henry will spontaneously describe a sequence of events with and without visual cues with 90% accuracy. c) Henry will retell a story with 4 major elements with 90% accuracy. d) Henry will complete sentences and short stories by offering a variety of possible causes for an action (for example - John went to the store because ________)

STUDENT NAME Henry Sokolowski

DATE IEP WRITTEN April 1, 1978

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
	e) Henry will improve his classification skills by sorting and categorizing objects in addition to stating reasons for grouping with 90% accuracy. 2. Through the use of various activities in variety of communicative settings, Henry will demonstrate competency as judged by the clinician in the ability to ask appropriate questions in order to gain more information to complete the activity or task with 90% accuracy.

(AID:mlm - Form 13C - Rev. 11/30/77/)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Upper Ideal

Student's Name: Eleanore Frank

Birthdate: 11/18/67

Participants in IEP Development & Writing:

Name	Title
James Duff	LEA representative
Susan Knoff	Teacher
Mr. & Mrs. Ed Frank	Parents

Current Assignment: 10th grade

Date Written: 9/15/77

Date of Annual Review: 9/15/78

Operating Agent: MCIU

Person responsible for Implementation of Program: Ms. Supervisor

Date of IEP Planning Meeting: 9/10/78

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Regular 10th grade with Learning and Adjustment SED/BI Resource Room for academics and group therapy if and when such Resource Room placement would be appropriate.	9/78	ongoing

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus transportation, regular physical education, liason with family through social worker, group therapy under direction of consulting psychiatrist/ psychologist, MIT as consultant in curriculum & educational programming.	9/78	ongoing

SPECIAL MEDIA OR MATERIALS:

Copies to:

- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Elenore Frank

DATE IEP WRITTEN 9/15/77

PRESENT EDUCATION LEVELS
Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

Math:

Elenore is functioning on the 6th grade level as measured by the Key Math Diagnostic Test with strengths in numerations, mental reasonings and measurement. Instructional needs are in the area of computations in multiplication, division, and fractions.

Affective Education:

Past and present teacher observations indicate a need for improvements in peer relationships and increased self motivation.

(AID:mlm - Form 13B - Rev. 11/30/77)

STUDENT NAME Elenore Frank

DATE IEP WRITTEN 9/15/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Math Elenore will increase her math computation skills.	1. Given 10 three-digit by two-digit numbers, Elenore will multiply with 90% accuracy. 2. Given 20 three-digit by three-digit numbers, Elenore will multiply requiring regrouping with 80% accuracy. 3. Given 10 two-digit numbers, Elenore will divide by a one-digit divisor, obtaining a two-digit quotient with 90% accuracy. 4. Given 20 three-digit numbers, Elenore will divide by a two-digit divisor, obtaining a one-digit quotient with 80% accuracy. 5. Given 10 mixed fractions and a one-digit number, Elenore will multiply to compute the product with 80% accuracy.
Affective Education	
1.Elenore will acquire an understanding and the ability to get along with others appropriately.	The following affective short-term objectives will be measured by one or more of the following: the L&A Affective Rating Scale, teacher observation, and post group discussion with the team. 1. During group discussion Elenore will be positive and responsive to social interaction initiated by others. 2. Elenore will spontaneously seek to work or socialize with at least one other member of the class per day.
2.Elenore will take the initiative to independently start and complete work.	1. Elenore will come to school 18 out of 20 days per month. 2. Elenore will attend all of her classes on time with no more than one teacher reminder per week.

STUDENT NAME Elenore Frank

DATE IEP WRITTEN 9/15/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
	3. Elenore will initiate and complete all academic work with a limit of two teacher reminders per week. 4. Elenore will complete 4 out of 5 math homework assignments and hand them in on time.

(AID:mlm - Form 13C - Rev. 11/30/77/)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Jackson School District

Student's Name: Tom Turbo

Birthdate: 2/14/60

Participants in IEP Development & Writing:

Name	Title
Mr. Turbo	Parent
Mr. Jones	LEA Representative
Mr. Lavelle	Vocational Technical Consultant
Ms. Smith	Teacher

Current Assignment: 11th Grade

Date Written: 3/6/78

Date of Annual Review: 3/6/79

Operating Agent: Jackson School District

Person responsible for Implementation of Program: Mr. Jones

Date of IEP Planning Meeting: 3/1/78

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Regular class and Vocational Technical school program 11th grade with Learning Disabilities. Resource room instruction in reading and math.	3/78	ongoing

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus Transportation	3/78	ongoing
Physical Education	3/78	ongoing

SPECIAL MEDIA OR MATERIALS:

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Tom Turbo

DATE IEP WRITTEN 3/6/78

PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

As reflected on an Informal Reading Inventory Tom is reading at an independent level of 6th grade, an instructional level of 6th grade, and a frustration level of 7th grade. Results show Tom's word attack skills to be strong, he has a strong foundation of all consonants, consonant blends, vowels and vowel diagraphs. Tom also shows strength in locating the facts. His weak areas in comprehension are getting the main idea, drawing conclusions, and following directions.

Results on the Key Math show Tom working on a 4th grade math level. He has a firm foundation of basic facts in addition, subtraction, and multiplication. Weak areas include division, measurement, fraction, money, word problems, and decimals.

Results on the Prognostic Test of Mechanical Abilities show Tom's strengths in addition, subtraction, and multiplication. He also could identify whole inch measurement, and tools. Weaknesses were shown in identifying the tools function, numerous problems were also shown in spatial relationships.

(AID:mlm - Form 13B - Rev. 11/30/77)

STUDENT NAME Tom Turbo

DATE IEP WRITTEN 3/6/78

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Tom will increase his knowledge of content areas in Math.	1. Given a ruler Tom will be able to identify 1/8, 1/4, and 1/2 inch gradients with 80% accuracy. 2. Using a ruler, Tom will be able to measure lengths to the nearest 1/2, 1/4, and 1/8 inch with 80% accuracy. 3. Given a variety of shapes, Tom will be able to identify fractional parts with 85% accuracy. 4. Using a visual aid, Tom will be able to convert fractions to decimals and decimals to fractions with 95% accuracy.

(AID:mlm - Form 13C - Rev. 11/30/77/)

STUDENT NAME Tom Turbo

DATE IEP WRITTEN 3/6/78

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Tom will increase his computational skills in Math.	1. Given 20 problems, Tom will be able to multiply a two-digit number by a two-digit number with 75% accuracy. 2. During a Math period, Tom will recall the basic division facts for zero to nine tables with 100% accuracy.

STUDENT NAME Tom Turbo

DATE IEP WRITTEN 3/6/78

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Tom will increase his application skills in Math.	1. When given a specific amount of money, Tom will be able to buy an object and determine the correct amount of change with 90% accuracy. 2. During a Math period, Tom will be able to compute the value of certain objects and determine the correct amount of money necessary to buy these objects with 95% accuracy. 3. During a Math period, Tom will be able to solve any word problem using the appropriate operation with 80% accuracy.

STUDENT NAME Tom Turbo

DATE IEP WRITTEN 3/6/78

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Reading	
Tom will increase his reading comprehension skills.	1. After reading a short story, Tom will state the main idea or ideas of the story to the satisfaction of the teacher.
	2. Tom will make judgements, draw inferences, or anticipate outcomes of stories in his reading book by stating these judgements, inferences, or outcomes to the satisfaction of the teacher.
	3. Given a list of 5 directions, Tom will follow the directions with 100% accuracy.

STUDENT NAME Tom Turbo

DATE IEP WRITTEN 3/6/78

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Vocational Reading Tom will progress in reading level from that point at which his proficiency has been demonstrated.	1. Given textbooks and related materials, Tom will work to improve skills in which he has demonstrated deficiencies as measured by day to day classwork and informal reading inventories. He will use materials that are appropriate to his expressed areas of interest and needs as determined by interest inventories, by standardized tests and informal reading inventories.

STUDENT NAME Tom Turbo

DATE IEP WRITTEN 3/6/78

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Machine Shop Tom will learn to set up and operate a variety of machine tools.	Contingent upon the level of understanding of the material presented to Tom and as a supplemental individual aid to the presentation of work done by him; specialized help will be provided by the in-house special education department personnel. Using the textbook and shop equipment, Tom will be able to perform and/or understand the following operations correctly as judged by the teacher. 1. Lathe Operation a. Facing b. Turning c. Boring d. Threading 2. Drill Press Operation a. Layout b. Center Drilling c. Counter Boring d. Tap Alignment 3. Floor Grinder a. Lathe Tool Bit Grinding b. Drill Bit Grinding 4. Milling Machine a. Plane Milling b. Angular Milling c. Simple Indexing 5. Horizontal and Vertical Bandsaw a. Cut Off Stock b. Contour Cutting to Specifications 6. Bench Work a. Filing b. Tapping c. Layout d. Polishing

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Upper Valley

Student's Name: Fluency, Kevin	Current Assignment: Kindergarten-Speech
Birthdate: 10/1/72	Date Written: 3/5/78
Participants in IEP Development & Writing:	Date of Annual Review: 3/5/79
	Operating Agent: I.U.
	Person responsible for Implementation of Program: Mr. I. M. Supervisor
	Date of IEP Planning Meeting: 3/4/78

Name		Title
Mr. Little	-	LEA Representative
Mrs. Brown	-	Speech Clinician
Mr. & Mrs. Fluency	-	Parents

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Regular Education	3/78	ongoing
Speech & Language Elementary	3/78	ongoing

Kevin participates in regular education for all classes except speech therapy.

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus Transportation	3/78	ongoing
Regular Physical Education	3/78	ongoing

SPECIAL MEDIA OR MATERIALS:

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Fluency, Kevin

DATE IEP WRITTEN 3/5/78

PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

During a screening, Kevin was found to have frequent part-word repetitions accompanied by some struggle behavior. A further assessment revealed the following: automatic speech - fluent; imitative speech - fluent; storytelling - 11.5 sw/min.; conversation - 14 sw/min. Non-fluencies in storytelling and conversation included the following: whole word repetitions - 10; part-word repetitions - 25; prolongations - 13; thus, Kevin experienced 51 blocks in 4 minutes. Slight tension was noted on approximately 30% of blocks. Rate of speaking was considered fast, during which times blocks were more frequent. At a later time during the evaluation, fluency improved when the clinician used a very slow speaking rate while talking.

(AID:mlm - Form 13B - Rev. 11/30/77)

STUDENT NAME Fluency, Kevin

DATE IEP WRITTEN 3/5/78

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Kevin will improve his fluency in speaking situations.	Kevin will identify his own non-influencies in the following situations at 90% accuracy as judged by the clinician: reading, monologue, and conversation. Using prolongation as a control, Kevin will modify his nonfluencies at 90% accuracy as judged by the clinician in the following situations: carrier phrases, structured storytelling, structured conversation, unstructured conversation.
Kevin's fluency will be reinforced by parents and teachers.	No formal means of assessing information given to parents and teachers is planned. Both will be active participants in the therapy program, and will provide feedback on a regular basis by charting changes in Kevin's fluency levels in the classroom and home. When appropriate, they can assist with therapy by using fluency activities as directed by the clinician.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Upper Valley

Student's Name: Cute, Catherine

Birthdate: 10/26/71

Participants in IEP Development & Writing:

Name	Title
Mr. Little	LEA Representative
Mrs. Brown	Speech Clinician
Mr. & Mrs. U.R. Cute	Parents

Current Assignment: Grade 1 - Speech

Date Written: 4/20/78

Date of Annual Review: 4/20/79

Operating Agent: I.U.

Person responsible for Implementation of Program: Mr. Supervisor

Date of IEP Planning Meeting: 4/29/78

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Regular Education	4/78	ongoing
Speech & Language Elementary	4/78	ongoing

Catherine participates in regular education for all classes except for speech therapy.

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus Transportation	4/78	ongoing
Regular Physical Education	4/78	ongoing

SPECIAL MEDIA OR MATERIALS:

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Cute, Catherine

DATE IEP WRITTEN 4/20/78

PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

Using the Montgomery County Intermediate Unit screening device, Catherine was found to have an articulation problem characterized by substitutions of th for s and z. A further analysis of a spontaneous speech sample revealed the same pattern of articulation errors. Using the McDonald Screening Deep Test of Articulation, Catherine received a score of 10% correct production, which supports previous findings. Stimuability testing revealed that Catherine was capable of correct s and z production at word level. On an oral peripheral examination, all structures and their functionings were within normal limits.

STUDENT NAME Cute, Catherine

DATE IEP WRITTEN 4/20/78

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Catherine will show progress toward correct production of s and z.	Using visual, kinesthic, and tactile cues, Peter will correctly discriminate and produce with speed and ease s and z in the following contexts at 90% accuracy as judged by the clinician: a. isolation; b. syllables; c. words; d. phrases; e. sentences; f. reading; g. structured conversation; h. conversation.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Upper Valley

Student's Name: Brannon, Mary Jo

Birthdate: 7/26/71

Participants in IEP Development & Writing:

Name		Title
Mr. Little	-	LEA Representative
Mrs. Brown	-	Speech Clinician
Mr. & Mrs. Martin Brannon	-	Parents

Current Assignment: Grade 1 - Speech

Date Written: 2/4/78

Date of Annual Review: 2/4/79

Operating Agent: I.U.

Person responsible for Implementation of Program: Mr. I. M. Supervisor

Date of IEP Planning Meeting: 2/3/78

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Regular Education	2/78	ongoing
Speech & Language Elementary	2/78	ongoing

Mary Jo participates in regular education for all classes except speech therapy.

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus Transportation	2/78	ongoing
Regular Physical Education	2/78	ongoing

SPECIAL MEDIA OR MATERIALS:

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

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(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Brannon, Mary Jo

DATE IEP WRITTEN 2/4/78

PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

Using the Montgomery County Intermediate Unit screening form, Mary Jo was identified as having a language problem. Administration of these diagnostic instruments, Northwestern Syntax Screening Test , Test of Auditory Comprehension, and the Boehm Test of Basic Concepts, revealed weakness in the following areas of language development: auditory comprehension - understanding verbal messages, syntactical expression - expressing herself in grammatically complete sentences, and conceptualization - difficulty in understanding concepts of space, time, and quantity.

Voice, rhythm, and articulation were normal. An oral peripheral examination revealed structures and functions were within normal limits.

(AID:mlm - Form 13B - Rev. 11/30/77)

STUDENT NAME Brannon, Mary Jo

DATE IEP WRITTEN 2/4/78

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Mary Jo will display improved receptive language skills.	Using objects, pictures, and/or people, a variety of language activites (following commands, appropriate selecting of pictures, and manipulating objects) will be presented in order to cover the following language areas: 1. Mary Jo will display an understanding of of the following verb forms: a. present tense; b. negative present tense; c. regular verbs-past tense; d. irregular verbs-past tense; e. negative past tense; f. future tense; g. negative future tense with 90% accuracy as judged by the clinician. 2. Mary Jo will display an understanding of noun-verb agreement with 90% accuracy as judged by the clinician. 3. Mary Jo will display an understanding of pronouns with 90% accuracy as judged by the clinician. 4. Mary Jo will display an understanding of prepositions with 90% accuracy as judged by the clinician. 5. Mary Jo will display an understanding of the following concepts: widest, whole, second, corner, behind, different, after, center, beginning, always, medium-sized, forward, zero, separated, pair, in order, third, and least, with 90% accuracy as judged by the clinician.
Mary Jo will display improved expressive language skills.	Using objects, pictures, and people, a variety of language activities will be presented in order to cover the following language areas:

STUDENT NAME Brannon, Mary Jo

DATE IEP WRITTEN 2/4/78

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
	1. Mary Jo will display an understanding of of the following verb forms: a. present tense; b. negative present tense; c. regular verbs-past tense; d. irregular verbs-past tense; e. negative past tense; f. future tense; g. negative future tense with 90% accuracy as judged by the clinician. 2. Mary Jo will display an understanding of noun-verb agreement with 90% accuracy as judged by the clinician. 3. Mary Jo will display an understanding of pronouns with 90% accuracy as judged by the clinician. 4. MaryJo will display an understanding of prepositions with 90% accuracy as judged by the clinician. 5. MaryJo will display an understanding of the following concepts: widest, whole, second, corner, behind, different, after, center, beginning, always, medium-sized, forward, zero, separated, pair, in order, third, and least, with 90% accuracy as judged by the clinician.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Lower Moreland

Student's Name: Stein, Susan

Birthdate: 3/16/71

Participants in IEP Development & Writing:

Name		Title
Mr. Jon Smith	-	Principal
Ms. Barbara Smollen	-	Psychologist
Mrs. Anne Bourdon	-	Hearing Therapist
Mr. & Mrs. Stein	-	Parents

Current Assignment: 1st Grade
Itinerant Hearing Services

Date Written: Nov. 30, 1977

Date of Annual Review: Nov. 30, 1978

Operating Agent: Montgomery County I.U.

Person responsible for Implementation of Program: Mrs. Janet McBride

Date of IEP Planning Meeting: Nov. 22, 1977

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Regular Education	Dec. 1977	Ongoing
Hearing Impaired Elementary		

Susan Stein is integrated into regular education classes except for scheduled itinerant hearing services.

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus Transportation	Dec. 1977	Ongoing
Regular Physical Education		

SPECIAL MEDIA OR MATERIALS:

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Susan Stein

DATE IEP WRITTEN Nov. 30, 1977

PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

The Hahnemann Hospital Audiological evaluation on 9/76 indicated that Susan has a bilateral sloping sensori-neural hearing impairment of mild to severe degree. Susan obtained a score of 84% on the Larson's Auditory Discrimination test. On the Costello Speechreading Test, Susan scored 85% given auditorily, and 36% visually. These scores indicate that Susan is inconsistent in her speechreading skills. She needs both visual and auditory clues for communication.

Susan's sponteneous oral language is much better than her oral expression in structured situations. In both the Carrow Elicited Language and the Boehm tests, Susan obtained an M.A. of 6 yrs. (6/1/77). Her teachers found no real problems with her academic readiness program in kindergarten.

According to the Hearing Aid Program Pre-Test, Susan is able to put on and take off her hearing aid, and remove and replace her battery. She is not consistent in being able to test her battery, and being aware of when it is dead. She cannot fully describe the daily care of the aid, and does not adjust the volume consistently.

STUDENT NAME Susan Stein

DATE IEP WRITTEN Nov. 30, 1977

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Susan will develop receptive and expressive language through expansion of vocabulary and general language development.	A. The student will demonstrate knowledge of time concepts by: 1. sequencing pictures with 90% accuracy; 2. crossing out the word or picture which does not belong with 90% accuracy; 3. Categorizing pictures which illustrate time concepts with 100% accuracy; 4. Naming or writing the time period in which an activity occurs with 100% accuracy.
	B. Given a picture story with 8 pictures, Susan will be asked 5 questions concerning the plot, and will answer 4 out of 5 questions correctly on 3 consecutive trials.
	C. When presented with a list of 20 spoken sentences, Susan will indicate orally whether the sentence is in the present tense (now), the pastense (finished), or the future tense (will happen) with 90% accuracy of response in a quiet environment at a distance of three feet.
	D. Given a picture or object, Susan will, with the therapist's help, be able to: 1. print the word; 2. Use the word orally in a simple sentence; 3. Complete a simple sentence by printing the appropiate word.
Susan will develop consistent care and use of amplification.	A. Susan will assume responsibility for the daily care of her hearing aids by: 1. testing the batteries every therapy day; 2. making sure her earmold is clean; 3. keeping extra batteries in school.

STUDENT NAME Susan Stein

DATE IEP WRITTEN Nov. 30, 1977

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
	B. Susan will learn to adjust the volume to appropriate level with therapist rating of satisfactory performance. C. Susan will name the make, model, and kind of her hearing aids, and the battery number they use.
Susan will progressively develop optimum use of residual hearing.	A. Susan will develop the ability to extract information from the acoustic message signal in quiet and noisy environments, at varying distances with 90% accuracy by: 1. responding to questions; 2. carrying out directions; 3. listening for specific information and responding accordingly. B. The student will discriminate between words by use of a combination of vision and audition for understanding oral communication: 1. vision (4 out of 5 times); 2. audition (4 out of 5 times); 3. combination of both (9 out of 10 times) C. The student will imitate words, phrases and sentences progressing in length and complexity, commensurate with ability, at a distance of 5 ft. in quiet, and 3 ft. in noise, with 95% accuracy of response.
Susan will develop strategies to facilitate speechreading skills.	A. Susan will identify the meaningful non-verbal clues related to presented messages. B. When presented with a list of ten selected vocabulary words or ten sentences at her level of language, Susan will be required to repeat the words or sentences orally with 80% accuracy.

STUDENT NAME Stein, Susan

DATE IEP WRITTEN Nov. 30, 1977

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA.)
	C. Susan will demonstrate the ability to extract information from the presented message through speechreading by: 1. giving the meaning of the message in her own words; 2. identifying the key words of the message.
Susan will participate in all regular classroom activities with the help, monitoring and facilitation of the itinerant hearing therapist.	A. Susan will demonstrate the ability to participate in classroom activities and in therapy sessions by: 1. asking and answering questions and volunteering information; 2. completing assignments; 3. watching the speaker's mouth while he is talking; 4. interacting acceptably with peers. (No formal assessments to be used: communication between teacher, hearing therapist and student to determine any problem areas.) B. Method Upon request of the parents, the hearing therapist will send a progress report to the audiologist prior to the audiological evaluation. The therapist will be available for providing information and resources to the teacher and district. The therapist will hold parent conferences to discuss the student's progress.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Spring-Ford

Student's Name: Martin, Sharon

Birthdate: May 25, 1969

Participants in IEP Development & Writing:

Name	Title
Mr. William Small	Principal
Ms. Edna Smart	Psychologist
Ms. Madeline Kern	Vision Consultant
Mr. and Mrs. Martin	Parents

Current Assignment: 2nd Grade
Vision Services

Date Written: December 4, 1977

Date of Annual Review: Dec. 4, 1978

Operating Agent: Montgomery County I.U.

Person responsible for Implementation of Program: Mr. Ben Williams

Date of IEP Planning Meeting: Nov. 18, 1977

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Regular Education		
Visually Handicapped Elementary	Dec. 1977	ongoing

Sharon Martin is integrated into regular education class except for scheduled itinerant vision services.

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus Transportation		
Physical Education	Dec. 1977	ongoing

SPECIAL MEDIA OR MATERIALS: Large Print books, Magnifier

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Sharon Martin

DATE IEP WRITTEN Dec. 4, 1977

PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

VISUAL FUNCTIONING:

According to - 1) Near Vision test for the Partially Sighted; 2) Subnormal Vision Test; and 3) Lighthouse Near Acuity Test administered in September of 1977 by an Itinerant Vision Consultant, Sharon was shown to function identically on all three tests. Her near vision was 20/250 at 16 inches. However, Sharon was able to function at a 20/60 level at 4 inches with the aid of a magnifier. Sharon's visual functioning in the classroom is very good only when using Large Print material, and/or a magnifier. Her reading speed is slow. (About 18-20 words per minute.)

According to other tests administered in September, Sharon does well in concepts involving times, space, money, but experienced difficulty in concepts of quantity and size relationships due to decreased vision functioning

LISTENING SKILLS

Sharon shows difficulty in determining major details after listening to a short paragraph or short story.

STUDENT NAME Sharon Martin

DATE IEP WRITTEN Dec. 4, 1977

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Sharon will participate in all regular classroom activities with the help, monitoring and facilitation of the itinerant vision consultant.	1. To insure and maintain that Sharon is a functioning and contributing member of the classroom. (No formal assessments to be used, communication between teacher, vision consultant and student to determine any problem areas.) 2. To see that Sharon shares all the rights and privileges naturally extended to seeing members of the class. 3. To supply all the necessary special equipment materials, and tangible apparatus that Sharon and her teacher might need.
Sharon will improve her ability to identify major details in a listening experience.	1. After listening to a short paragraph, Sharon will be able to choose the correct answer from a choice of four, concerning "who" with 100% accuracy. 2. After listening to a short story, Sharon will be able to choose the correct answer from a choice of four, concerning "what and when" with 90% accuracy. 3. After listening to a short paragraph, Sharon will be able to choose the correct answer from a choice of four, concerning "where" with 100% accuracy. 4. After listening to a lengthy paragraph, Sharon will be able to choose the correct answer from a choice of four, concerning "who" "what" "where" and "when" with 90% accuracy. 5. After listening to a short story, Sharon will identify the correct answer, given no choice of responses, concerning "who" "what" "where" "when" with 80% accuracy.

STUDENT NAME Sharon Martin

DATE IEP WRITTEN Dec. 4, 1977

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Sharon will demonstrate an understanding of the basic concepts of quantity and size.	1. When asked, Sharon will correctly choose the first (2nd-10th) or the first, middle, and last object in a series of 10 objects with 90% accuracy.
	2. When asked, Sharon will demonstrate an ability to distinguish the large, larger, or largest of three objects 4 out of 5 times.
	3. When presented with three objects, Sharon will correctly choose the short, shorter, or shortest of the objects with 90% accuracy.
	4. When given a four digit numeral, Sharon will identify correctly, 4 out of 5 times, the units place (the tens, the hundreds, and/or thousands place).
	5. When given a set of 2-digit numbers, Sharon will be able to correctly write the appropriate "greater than" or "less than" signs with 90% accuracy.
Sharon will improve her visual functioning.	1. Using Visual Tracking exercises, Sharon will complete a page in less than two minutes with 100% accuracy without the use of a magnifier.
	2. Using Word Tracking exercises, Sharon will complete a page in less than three minutes with 100% accuracy without the use of a magnifier.
	3. Using Symbol Tracking, Sharon will complete an exercise in less than 3 minutes with 100% accuracy without the use of her magnifier.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Happy Hallow School District

Student's Name: Ivan E. (Exceptional) Potential

Birthdate: 9/14/64

Participants in IEP Development & Writing:

Name	Title
Mr. Jones	Teacher
Mr. & Mrs. Potential	Parent
Ivan Potential	Student
Mrs. Smith	LEA Representative

Current Assignment: Gifted Middle School

Date Written: 9/10/77

Date of Annual Review: 9/10/78

Operating Agent: Montgomery County Intermediate Unit

Person responsible for Implementation of Program: Dr. Weiser

Date of IEP Planning Meeting: 9/1/77

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Regular Education	9/77	ongoing
7th grade with participation in an Enrichment Program with integration into all other classes.		

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus Transportation	9/77	ongoing
Physical Education	9/77	ongoing

SPECIAL MEDIA OR MATERIALS:

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Ivan E. Potential

DATE IEP WRITTEN 9/10/77

PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

The grade equivalent scores on the Stanford Achievement Test show that Ivan is working well above grade level in all of the academic areas. He shows particular strength in Language with the exception of Spelling. Social Studies is another area that reflects an extremely high achievement level. It is also indicated that Ivan has a high creative potential after being tested in the areas of fluency, flexibility, and originality. Conversations with Ivan's classroom teacher showed he probably would benefit from group participation skills.

NAME Ivan E. Potential

DATE 9/10/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERION)
Language Arts/ Library Skills Ivan will extend his research skills	1. Ivan will be able to appropriately use five different reference materials in his independent study with use and documentation judged successful by the teacher. (Application) 2. Ivan will propose a research outline for a self-selected topic, following the guidelines established by the teacher with all elements of these guidelines included in his outline. (Synthesis) 3. Ivan will assess research material for a self-selected topic by completing an assessment sheet that is mutually agreeable to the teacher and student. (Evaluation) 4. Ivan will formulate a questionnaire to be used to interview a community resource person with 75% of the items on a rating scale for the questionnaire rated "Good" or "Excellent". (Synthesis) 5. Ivan will compare and combine the information he received during a community resource interview with the information obtained from other sources and complete a comparison chart to the teacher's satisfaction. (Analysis) 6. Ivan will be able to justify his selection of five different sources for his research project, citing at least three different types of reliability per source. (Evaluation) 7. Ivan will design an audio-visual class presentation of his research topic within a mutually agreed upon time and with the presentation being judged "Very Good" by more than half of the class. (Synthesis)

NAME Ivan E. Potential

DATE 9/10/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERION)
Social Studies Ivan will design one aspect of the class' "City of the Future".	1. After selecting an aspect of the "City of the Future" to design, Ivan will hypothesize at least ten concerns related to the topic with all of the concerns being judged as appropriate by the teacher. (Synthesis) 2. Ivan will generate a plan, conforming to the teacher's guidelines, to implement his project with the plan having a total rating of at least fifty points. (Analysis) 3. Ivan will produce a presentation and/or product illustrating his aspect of the City of the Future, within a mutually agreed upon time and with over one-half of his peers judging Ivan's presentation and/or product as "Very Good". (Application)

NAME Ivan E. Potential

DATE 9/10/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERION)
Communication/Language Arts/Reading Ivan will expand his skills in written, verbal, and non-verbal communication.	1. Ivan will be able to design logical appeals on a controversial issue with half of the students holding opposing points of view agreeing to the logical nature of the appeals. (Synthesis) 2. Ivan will be able to differentiate editorial from factual information when assignments are made in each of the three news media (i.e., newspaper, television, and magazines) with correct differentiation made in three-fourths of the cases. (Evaluation) 3. Ivan will appreciate the complexity and power of non-verbal communication by designing a group presentation (non-verbal) with a topic chosen from a list suggested by the teacher and success indicated by over 50% of the audience being in agreement with the student's pre-arranged objectives. (Affective-Valuing)

NAME Ivan E. Potential

DATE 9/10/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERION)
Affective Skills Ivan will develop his group participation skills.	1. Ivan will be able to compare various kinds of group behavior, after observing several groups in operation, with his comparisons being judged successful/appropriate by the teacher. (Organization) 2. Ivan will modify his behavior within a group when appropriate, so that it facilitates the group's progress, with success being judged by student, teacher, and peers. (Characterization) 3. Ivan will be able to organize member of a group while working within the framework of a group project and with success being judged by the project being completed within the time block allotted by the teacher. (Organization)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Super School District

Student's Name: Irene E. (Exceptional) Potential

Birthdate: 10/2/62

Current Assignment: Grade 11

Date Written: 10/10/77

Date of Annual Review: 10/28/78

Operating Agent: Acme High School

Person responsible for Implementation of Program: Dr. Jones

Date of IEP Planning Meeting: 10/3/77

Participants in IEP Development & Writing:

Name	Title
Mr. Bright	Teacher
Mr. I.M. Wise	IEP Coordinator
Mrs. Reprise	LEA Representative
Mr.&Mrs. Potential	Parent
Irene Potential	Student
Ms. Ajax	Psychologist

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
In Advanced Placement/Honors classes in Science, English, Social Studies, and integrated in regular education for remaining areas of instruction.	10/9/77	ongoing

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus Transportation	10/77	ongoing
Physical Education	10/77	ongoing
Counseling	10/77	ongoing

SPECIAL MEDIA OR MATERIALS:

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Irene E.(Exceptional)Potential

DATE IEP WRITTEN 10/10/77

PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

The results from the standardized achievement tests indicate that Irene is working above her grade level in all academic areas. She showed strength in the area of English with unusual achievement in Social Studies and Science. This indicates she can profit from honors and/or advanced placement course experiences.

Her parents report that Irene has special interest in independent science activities and this supports the science teacher's recommendations for her work in this area.

Discussions with the school psychologist suggest Irene has some difficulty in social relationships because of her unusual intellectual abilities and would benefit from help to overcome this problem which Irene herself finds to be a limitation.

NAME Irene E. (Exceptional) Potential DATE 8-20-77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERION)
Social Studies Irene will develop an appreciation of how the increase in productive capacity has stimulated the force of change in the modern era.	Alternative Objectives (Additional Samples) 1. Using historical, literary, official, and other sources, the student will compare ancient and modern poverty. Achievement of 80% on a teacher-made test will be satisfactory performance. (Analysis) 2. Using research sources and interviews, the student will develop a case study of the formation of a selected industry directly related to the growth of a multinational corporation. Criteria for evaluation will be developed by student and teacher in the form of a checklist/rating scale. (Synthesis) 3. Irene will construct a model of a pre-industrial society based on her own preconceptions. She will compare the model to the actual account contained in historical sources. a. She will consider the conditions of the peasant and elite classes with respect to the economic, political, religious, or cultural dimension. b. She will assess the degree of agreement between the model and the actual account. c. Performance will be measured by a checklist/rating scale designed by the teacher and student. (Evaluation)

NAME Irene E. Potential

DATE 8-20-77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERION)
Social Studies Irene will develop an appreciation of how the increase in productive capacity has stimulated the force of change in the modern era.	1. Irene will construct models of one or more pre-industrial societies based on her own preconceptions and compare these to actual accounts based on historical scholarships and generalize the conditions of the peasant and elite classes with respect to the economic, political, religious, or cultural dimension. The student will assess the degree of difference between the models and the actual accounts, with success measured by a checklist with ratings designed by the teacher and student. (Evaluation) 2. Using historical, literary, official, and other sources, the student will compare ancient and modern poverty, satisfactory performance judged by a teacher - made test, score of 80% or better. (Analysis) 3. Using research sources and interviews the student will develop a case study of the formation of a selected industry directly related to the growth of a multinational corporation, including an informed estimate of its power and influence. Criteria for evaluation will be developed by student and teacher. (Evaluation)

NAME Irene E. (Exceptional) Potential DATE 8-20-77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERION)
Science Irene will extend her knowledge of solutions for environmental problems.	1. Irene will list the problems resulting from current methods of dealing with the harmful insects studied and indicate how people and other animals are affected by the negative environmental factors to the satisfaction of the teacher. (Sensitivity/Valuing) 2. Using current resource materials, Irene will evaluate the desirability and effectiveness of several means of controlling harmful insects. The findings will be presented in a written report to be evaluated according to criteria established by student and teacher. or Alternative method: Findings will be presented orally to the class and the report will be judged satisfactory by 75% of the class. (Evaluation)
Alternative Goal Irene will extend her skills in scientific inquiry by selecting an original problem and testing or revising a theoretical model.	1. Irene will formulate a theoretical model reflecting known principles and observations based on standard sources, to the satisfaction of the teacher. (Application) 2. Irene will use this model to evaluate the relationships between one or more hypotheses and observational evidence. Success will be measured by criteria on checklist designed by teacher and student. (Evaluation) 3. Irene will use this theoretical model to deduce new hypotheses and to propose a plan for testing these. Student/Teacher rating scale will be used to assess performance. (Synthesis)

NAME Irene E. (Exceptional) Potential DATE 8-20-77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERION)
English Irene will improve the quality of her writing with respect to accuracy, style, originality, and effectiveness for an intended audience.	1. Using 3 or more selected literary models Irene will: a. Study the techniques used to entertain, inform, or motivate; b. Find examples of how these writers used one or more of these techniques; and c. Apply 3 or more of these techniques in an original composition (speech, essay, short story, or poem) to meet criteria established by student and teacher. (Synthesis)
Alternative Goal Irene will extend her ability to analyze the relationships in selected major works of literature.	1. Irene will study /Romeo & Juliet/ and will relate significant characters to the entire conflict of the drama. Evaluation will be made by means of an essay written in class in which she summarizes the relationships of selected characters to the structure and theme of the play. The performance must meet teacher standards of achievement. (Synthesis)

PRESENT EDUCATION LEVELS

The purpose of present education levels is to reflect the functioning level of the student. This is done by utilizing various assessment devices both formal and informal. Strengths and weaknesses should be included in this component. Any information presented in this component should be reflected in the annual goals and short-term objectives.

GIFTED

Results from standardized test scores and teacher recommendations indicate the student demonstrates unusual strength in most academic areas and would benefit from advanced work in language arts, math, and social studies. Test results and the student's own report indicate that reading comprehension needs strengthening. The records from his previous teacher show the student has unusual artistic interest and ability and should have the opportunity to develop this special talent.

LEARNING DISABILITIES

Results from Stanford Achievement Tests indicate that the student is functioning slightly below actual grade level in mathematical computation and mathematical applications. Functioning in the area of math concepts is significantly below grade level. However, Key Math Diagnostic Arithmetic Test results show functioning at 4.2 grade level. Criterion referenced tests from the Heath Math program reveal weaknesses in the specific skills of multiplication and division, measurement and fractions.

Reading skills, as indicated from Stanford Achievement Test, show overall reading skills on the upper 3rd grade level. The Woodcock Reading Mastery Test indicates the overall total instructional grade equivalent at 3rd grade level. Word identification and passage comprehension were at the upper 3rd grade level. Word comprehension was on the upper 2nd grade level.

An informal writing sample indicated good sentence structure but lack of appropriate punctuation. Spelling errors were numerous, involving primarily vowel combinations and silent letters.

LEARNING DISABILITIES

Results of the IRI show the student's present reading level independently is 1st grade, instructionally is 1st - 2nd and frustration level is 2nd grade. In analyzing the student's errors in reading, he substitutes medial vowel sounds. He frequently gives attention to only the beginning letter or sound when decoding an unfamiliar word reading sleep for slept and blue for blow.

In comprehension, the student's area of difficulty dealt with recalling specific facts and drawing conclusions.

From an informal inventory, the student is functioning at the second grade in language arts. His difficulties dealt with capitalization and punctuation of sentences.

Results of the Key Math indicate that the student is currently functioning at a 4.3 level in math. The student shows strength in the areas of money and missing elements. His areas of difficulty include subtraction, multiplication, division, geometry and symbols, word problems and time.

LEARNING AND ADJUSTMENT: FOR SOCIALLY AND EMOTIONALLY DISTURBED/BRAIN INJURED

Reading

Results of the Standard Reading Inventory indicates an independant reading level of second half of second grade, an instructional level of beginning third grade, and a frustration level at fifth grade. Decoding of words was a strength with some needs in syllables. The area which needs attention is comprehension in finding the main idea of a story and drawing conclusions from written materials.

Math

Criterion-referenced tests from the Heath math program indicates mastery of fourth grade skills with the exception of measurement, fractions, and geometry. Multiplication and division skills need improvement on the fifth grade level.

Language Arts

An informal writing and spelling sample indicates good simple sentence structure. Correct capitalization and punctuation were not evident in the sample. Spelling weaknesses were consistent in words not phonetically spelled, while pattern words the student was familiar with were correct.

Social Studies

On a teacher made test, the student demonstrated knowledge of his community and private services available to members of this community. Skills needs were evident in map concepts and how to utilize them in his community.

Science

On a teacher made test, the student demonstrated strengths in physical factors that affect life, and concepts of ecology, with needs in the area of scientific lab-type investigation and the use of the microscope, slides, and coverslides.

Affective

Year end teacher report and current teacher observations indicate needs in the areas of attendance and completion of subject task and improved peer relationships in less structured group activities.

EDUCABLE MENTALLY RETARDED

1. Summary of '76-'77 Progress Reports- The student completed the first three books of Level A of the Phoenix Reading Program. These books dealt with initial consonants, consonant blends, consonant digraphs, short vowels, long vowels, and a variety of comprehension skills. The student achieved 80% mastery on all phonetic elements of the Action Readers and teachers guide exercises. Performance on comprehension evaluations indicates that some reteaching is necessary. The student successfully completed the first six chapters of Book 3 of the Heath Mathematics Program. These chapters dealt with place value, an introduction to measurement and computational math. Mastery was achieved in these areas at a conceptual level. Chapter post tests indicate, however, that additional work is necessary in the practical application of these concepts.

In Social Studies, the student acquired a variety of career concepts and pre-vocational skills. He is now ready to apply these skills. In Science, the student was introduced to the fundamentals of home repair in the areas of plumbing, electricity, glazing, and wall maintenance.

2. Reading - The student is reading at a 2.5 grade level as tested by the Standard Reading Inventory. Word recognition skills were consistent beyond that level but significant deficiencies were evident in all areas of comprehension.

3. Math - The student achieved an overall grade level 4.0 on the Key Math Test. Weaknesses were evident in fractions, multiplication, division, mental computation and numerical reasoning.

TRAINABLE MENTALLY RETARDED

Academic

Can recognize numbers 1-20 and has quanity concept to 20. Shows weakness in telling time to the half hour and quarter hour. Recognizes coin names and values of a penny, nickle, and dime with 90% accuracy. Shows a weakness in reading functional safety signs without color and shape cues.

Pre-Vocational Skills

Does well in workshop setting. Demonstrates acceptable work attitudes, however he needs prompting to complete a task. Needs frequent reminders for cleanliness when assisting in food preparation and table setting. Needs supervision in operating tools and appliances.

Psychomotor

Is a willing and active participant in gym activities. Needs assistance with fine motor control and eye-hand coordination such as bouncing and directing a ball.

Social Adaptation

Prefers to play alone. Seldom initiates a constructive independent play activity.

Self-Care

Cares for personal bathroom needs. Needs frequent reminders to adjust clothing to maintain neatness. Also exhibits difficulty with fastenings.

SEVERELY AND PROFOUNDLY MENTALLY RETARDED

Assessments - Informal teacher assessments.

Self-help Skills

Drinks from cup or glass independently. Independently feeds self with spoon if food is cut for her. Is not toilet trained (wears diapers).

Dressing: Removes sleeves of coat and sweater if given assistance in removing coat from shoulders. Attempts to dress and undress herself but needs physical assistance to perform dressing skills.

Grooming: Washes hands with verbal prompts and washes face with verbal paired with gestural prompts, if given partial physical assistance in putting soap on washcloths.

Language

Identifies body parts by pointing or touching. Identifies body parts on a doll. Identifies three animals. Demonstrates an understanding of the concepts in and out when given verbal directions. Identifies family dolls (man, woman, boy, girl, baby, mother, father) by pointing.

Communication

Communicates needs and desires by gestures paired with some babbling or crying. Says me-ow when pointing to a cat and attempts to imitate several words.

Fine Motor

Stacks 2-3 1" cubed blocks, places rings on a stick, places blocks into appropriate holes of formbox when given gestural prompt, scribbles with pencil and chalk and imitates drawing vertical lines. Uses pincer grasp to hold lace or string and can put lace through large hole.

Cognitive

Imitates teacher's actions (i.e., clapping, arm movements, manipulation of objects). Does not match colors, shapes, pictures or objects unless given gestural prompts. Manipulates quantities of 1 and 2 on command on 4 out of 5 trials.

Social Adaptation

Has a very short attention span and is very distractable. Does not complete simple tasks unless given one to one attention or supervision.

Psychomotor

Handles large balls (6" diameter) and appears to enjoy simple games with small groups of peers.

SPEECH AND LANGUAGE

Case 1

Using the Montgomery County Intermediate Unit screening form, the student was identified as having a language problem. Administration of these diagnostic instruments, *Northwestern Syntax Screening Test*, *Test of Auditory Comprehension*, and the *Boehm Test of Basic Concepts*, revealed weakness in the following areas of language development: auditory comprehension - understanding verbal messages, syntactical expression - expressing herself in grammatically complete sentences, and conceptualization - difficulty in understanding concepts of space, time and quantity.

Voice, rhythm and articulation were normal. An oral peripheral examination revealed structures and functions were within normal limits.

Case 2

During a screening, the student was found to have frequent part-word repetitions accompanied by some struggle behavior. A further assessment revealed the following: automatic speech- fluent; imitative speech - fluent; storytelling - 11.5 sw/min.; conversation - 14 sw/min. Non-fluencies in storytelling and conversation included the following: whole word repetitions - 10; part word repetitions - 25; prolongations - 13; thus, the student experienced 51 blocks in 4 minutes. Slight tension was noted on approximately 30% of blocks. Rate of speaking was considered fast, during which times blocks were more frequent. At a later time during the evaluation, fluency improved when the clinician used a very slow speaking rate while talking.

Case 3

Informal and formal language testing on 9/23/77 revealed the following:

Receptively - The student demonstrated difficulty following directions and imitating sentences of more than 6 syllables in length.

Expressively - The student used declarative, imperative, negative, and question sentences of adequate length and complexity although word order was sometimes incorrect.

The student demonstrated difficulty with verb tense usage, noun-verb agreement, pronouns and plurals.

The student also had difficulty telling a story in the appropriate sequence.

Misarticulation of the th and kr sounds was noted in spontaneous speech.

Voice and rhythm were normal. An oral peripheral examination revealed structures and functions were within normal limits.

HEARING

The Hahnemann Hospital Audiological evaluation on 9/76 indicated that the student has a bilateral sloping sensorineural hearing impairment of mild to severe degree. The student obtained a score of 84% on the Larson's Auditory Discrimination test. On the Costello Speechreading Test, the student scored 85% given auditorily, and 36% visually. These scores indicate that the student is inconsistent in speechreading skills. The student needs both visual and auditory clues for communication.

The student's spontaneous oral language is much better than her oral expression in structured situations. In both the Carrow Elicited Language and the Boehm tests, the student obtained an M.A. of 6 yrs. (6/1/77). Her teachers found no real problems with her academic readiness program in kindergarten.

According to the Hearing Aid Program Pre-Test, the student is able to put on and take off her hearing aid, and remove and replace her battery. The student is not consistent in being able to test her battery, and being aware of when it is dead. The student cannot fully describe the daily care of the aid, and does not adjust the volume consistently.

VISION

Visual Functioning:

According to - 1) Near Vision test for the Partially Sighted; 2) Subnormal Vision Test; and 3) Lighthouse Near Acuity Test administered in September of 1977 by an Itinerant Vision Consultant, the student was shown to function identically on all three tests. Her near vision was 20/250 at 16 inches. However, the student was able to function at a 20/60 level at 4 inches with the aid of a magnifier. The student's visual functioning in the classroom is very good only when using Large Print material, and/or a magnifier. Her reading speed is slow. (About 18-20 words per minute.)

According to other tests administered in September, the student does well in concepts involving times, space, money, but experienced difficulty in concepts of quantity and size relationships due to decreased vision functioning.

LISTENING SKILLS

The student shows difficulty in determining major details after listening to a short paragraph or short story.

ANNUAL GOALS

For each area of need indicated by the Present Educational Levels an Annual Goal must be written. Each goal will reflect what you expect to be able to accomplish with the student on a long-term basis. These goals should be stated in measurable terms; this will facilitate monitoring and evaluation of the IEP's appropriateness.

In the IEP Planning Meeting, the objective will be to discuss needs and decide which needs are most important at that time. The number of goals needed is dependent upon the students' needs and may range from one to several. Care should be taken not to have so many goals that accomplishment is impossible. In a case where a student has many needs, the meeting should concentrate initailly on high priority goals.

Examples of Annual Goals:

Reading

1. The student will extend his research skills.
2. The student will expand his skills in written, verbal and nonverbal communication.
3. The student will develop his group participation skills.
4. The student will increase his reading comprehension skills.
5. The student will improve his word attack skills.
6. The student will increase his sight vocabulary.
7. The student will increase his understanding of letter-sound relationships.

Language Arts

1. The student will incorporate principles of language arts into written and spoken language.

Handwriting

1. The student will learn the lower case letters of the cursive alphabet.

Math

1. The student will increase his computational skills in math.
2. The student will apply the math skills he learns to practical areas.
3. The student will increase his operational skills in math.
4. The student will increase his math skills in the concept area.

Affective

1. The student will acquire the greatest possible understanding of himself and appreciation of his worth as a member of the school community.
2. The student will acquire an understanding and ability to get along with others.
3. The student will improve his ability to function as a contributing member of school environment.

Social Studies

1. The student will become more familiar with his community.
2. The student will increase his understanding of adult employment.
3. The student will broaden his knowledge in each of the Social Studies disciplines.
4. The student will increase his knowledge of American History.
5. Broaden the student's knowledge of world cultures.

Science

1. The student will learn a variety of home maintenance and repair skills.
2. The student will become aware of the needs of living things.
3. Broadens the student's knowledge of life science concepts through involving the student in the experimental approach to science study.
4. Broadens the student's knowledge of science concepts.

Self-care

1. The student will improve grooming skills.
2. The student will improve dressing skills.
3. The student will increase independence in toileting.
4. The student will improve and utilize jaw control, lip closure, tongue movements and chewing skills while eating junior foods and drinking.

Prevocational

1. The student will improve prevocational task skills.
2. The student will improve prevocational task performance rate.

3. The student will improve hand tool recognition and usage.
4. The student will improve collation skills.

Psychomotor

1. The student will improve performance in team activities.
2. The student will refine his skills in handling recreational materials.

Motor

1. The student will improve ability to maintain side lying and sitting positions.
2. The student will improve ability to roll with decreasing assistance.

Vocational

1. The student will improve numerical filing skills.
2. The student will improve performance on long-term jobs when pace is machine set.
3. The student will improve banking skills.
4. The student will improve food preparation skills.

Communication

1. The student will improve verbal communication skills.
2. The student will improve ability to indicate needs and/or desires.
3. The student will improve telephone skills.

Speech/Language

1. The student will improve his fluency in speaking situations.
2. The student will show progress toward correct production of r, er, and l blends.
3. The student will develop more accurate listening skills.
4. The student will increase his expressive language abilities.
5. The student will increase his receptive language abilities.
6. The student will improve his articulation abilities.

Vision

1. The student will participate in all regular classroom activities with the help, monitoring and facilitation of the itinerant vision consultant.

2. The student will improve her ability to identify major details in a listening experience.

Hearing Impaired

1. The student will develop receptive and expressive language through expansion of vocabulary and general language development.

2. The student will improve her written language skills.

3. The student will develop consistent care and use of amplification.

4. The student will develop strategies to facilitate speechreading skills.

SHORT-TERM OBJECTIVES

For each annual goal the meeting has already outlined, specific short-term objectives will be developed. Short-term objectives are statements describing, in specific, objective and measurable terms, the intermediate steps which together will help the child to accomplish the goal.

READING

1. Given a list of 10 words for the vowel variants of /ā/, /ō/, /ī/, the student will recognize and pronounce each word with 80% accuracy.
2. When 20 words with variant spellings for /ā/, /ō/, /i/ are dictated, the student will write the words with 80% accuracy.
3. Given a list of 20 words with silent initial consonants, the student will underline the letters that stand for the first pronounced sound with 80% accuracy.
4. Given a list of 50 2-syllable words ending in -er or -et, the student will recognize and pronounce the words with 80% accuracy.
5. Given a list of 20 words ending in -y, the student will write the plural forms of the words with 80% accuracy.
6. Given a list of 10 words ending in -f, the student will write the plural forms of the words with 80% accuracy.
7. After reading a short story, the student will state the main idea or ideas of the story to the satisfaction of the teacher.
8. The student will recognize and recall sequence of events in each story read in reading books to the satisfaction of the teacher.
9. The student will demonstrate an understanding of multiple ideas of a story he reads by stating the ideas to the satisfaction of the teacher.
10. The student will make judgments, draw inferences, or anticipate outcomes of stories in his reading book by stating these judgments, inferences, or outcomes to the satisfaction of the teacher.
11. The student will determine word meanings of unfamiliar words from context of story by stating a simple definition for each word and using that word in a sentence to the satisfaction of the teacher.

LANGUAGE ARTS

1. When presented with four sentences without capitalization or punctuation, the student will copy the sentence and include correct capitalization and punctuation with 80% accuracy.
2. When presented with four questions without capitalization and punctuation, the student will copy each question and include correct capitalization and punctuation with 70% accuracy.

3. Given ten sentences having the words *may* or *can* missing, the stu- the student will fill in the blank with *may* to indicate requests or *can* to indicate being able to, with 80% accuracy.

4. Given five sentences, the student will circle adjectives in the sentences with 70% accuracy.

5. Given a short story of two paragraphs, the student will circle words that indicate "more than one" with 80% accuracy.

6. Given a list of 15 nouns, the student will write *a* in front of nouns beginning with consonants and *an* in front of nouns beginning with vowels with 75% accuracy.

HANDWRITING

1. Given 1" lined paper, a pencil and a list of words to copy, the student will print all the letters of the words within the lines with 90% accuracy.

2. Given 1" lined paper, a pencil and a short paragraph to copy, the student will print all words leaving correct spacing between the words and keeping all words within the lines with 80% accuracy.

MATH

1. Using paper and pencil, the student will subtract two 2-digit numbers with and without regrouping numbers with 70% accuracy.

2. From memory, the student will recall the basic multiplication facts with both factors less than or equal to 9 with 80% accuracy.

3. Without assistance, the student will recall the basic division facts with 75% accuracy.

4. During the math period, the student will solve word problems involving addition, subtraction, multiplication, division with 80% accuracy.

5. At regular intervals, the student will match mathematical symbols with the corresponding term with 80% accuracy.

6. Given a clock, the student will identify the time at five minute intervals with 90% accuracy.

AFFECT

1. When faced with external criticism, the student can accept it, and continue to remedy his efforts to the satisfaction of the teacher.

2. Within a group setting, the student will verbalize connections between his actions and his feelings and modify his behavior positively as judged by the group.

3. Within the school environment, the student will decrease the frequency of impulse behavior in 80% of his school involvement.

4. Within a structured group setting, the student will verbalize connections between his actions and his feelings and modify his behavior 70% of the structured group discussion time.

5. During a free time period, the student spontaneously seeks to work or play with other members of his group to the satisfaction of the teacher.

SOCIAL STUDIES

1. During social studies period, the student will construct a scaled map of the U.S. to the satisfaction of the teacher.

2. Given a list of 20 names, the student will identify those names of capitals of states in the United States with 75% accuracy.

3. Using a library, the student will write a report on a topic of his choice to the satisfaction of the teacher.

4. After exposure to a variety of travel pamphlets, the student will develop a travel itinerary to the satisfaction of peers.

5. Using the newspaper, the student will locate the section on homes and identify those which meet his family's needs to the satisfaction of the teacher.

6. During the social studies period, the student will complete a job application with 100% accuracy.

SCIENCE

1. Using the mobile home maintenance lab, the student will be able to wallpaper a 6' x 6' area to the satisfaction of the teacher.

2. Given a model of the human body the student will identify the intestinal system with 80% accuracy.

3. Given pictures of 20 animals, the student will classify them with 80% accuracy.

4. Given a list of chemical terms and symbols, the student will find the appropriate match with 80% accuracy.

5. During a science period, the student will go outside for seven consecutive days and identify the cloud formation with 80% accuracy.

SELF-CARE

1. When taken to the bathroom on a regular schedule, the student will eliminate in the toilet keeping pants dry for ten consecutive school days.

2. The student will indicate need, manage clothing when given verbal prompts, and eliminate in toilet, keeping pants dry for five consecutive school days.

3. (a) Given shaving equipment and verbal prompts, the student will prepare face and razor, shave face and apply after-shave to present a clean appearance as judged by the teacher.

   (b) Given shaving equipment and verbal direction "shave", the student will prepare face and razor, shave face, and apply after-shave independently to present a clean appearance as judged by the teacher.

   (c) Upon verbal direction, the student will independently perform the tasks of washing face and hands, combing hair, shaving, brushing teeth and straightening clothing, to present a neat and clean appearance as judged by the teacher.

PREVOCATIONAL

1. Given a large quantity of items similar in shape and color, the student will be able to sort the items according to the named attribute with 100% accuracy three consecutive times.

2. Given a large variety and quantity of items, the student will package the items with 100% accuracy for three consecutive trials.

3. Given a group of task items, the student will package them in a determined sequence with 100% accuracy for three consecutive trials.

4. Given a variety of prevocational tasks for which the student has achieved mastery, the student will increase performance rate by 25% as judged by pretest and post test results.

5. Given the name of basic hand tools, the student will select the correct tool from a group of 20 tools with 100% accuracy for all tools.

6. Given 20 basic hand tools, the student will identify each tool by name with 100% accuracy.

7. Given 30 hand tools, the student will identify each tool by name indicate verbally or through demonstration the appropriate use of the tool with 90% accuracy for three consecutive trials.

PSYCHOMOTOR

1. With teacher assistance, the student will perform skill steps in relay and team games with accuracy defined within the skill as judged by the teacher.

2. Given general directions for the team activity, the student will perform skills independently that are required in the activity, so as not to hold up the game or hinder the flow of the game as judged by the teacher.

COMMUNICATION

1. At the request of the teacher, the student will answer the classroom telephone, get the name of the person calling and to whom they wish to speak, get that person to the phone and, when necessary, relay messages with 90% accuracy at least three times during one week.

2. Given the name and address of an individual, the student will get their telephone number from the directory, call them, deliver a prearranged message, get the response, terminate the call and relay the response to the teacher with 85% accuracy for three consecutive trials.

3. Given a bliss language board on a tray that is attached to relaxation chair and a light attached to helmet, and 20 concrete objects, the student will identify the 20 objects by pointing to the appropriate symbol with headlight pointer on with 100% accuracy on two consecutive tests.

4. Given a model, the student will imitate three one-syllable words with approximations of the words, as judged by the instructor, on three consecutive tests.

5. Asked the question "more?" when a pleasurable or rewarding activity is stopped, the student will indicate his desire for the activity to continue or reoccur by responding with vocalizations; facial movements, etc. for two consecutive trials for three consecutive days.

SPEECH/LANGUAGE

1. Using visual, kinesthetic and tactile cues, the student will correctly discriminate and produce with speed and ease, r, er, and l blends in the following contexts at 90% accuracy as judged by the clinician:

    a. isolation
    b. syllables
    c. words
    d. phrases
    e. sentences
    f. reading
    g. structured conversation
    h. conversation

2. The student will identify his own nonfluencies in the following situations at 90% accuracy as judged by the clinician: reading, monologue and conversation.

3. Using prolongation as a control, the student will modify his nonfluencies at 90% accuracy as judged by the clinician in the following situations: carrier phrases, structured storytelling, structured conversation, and unstructured conversation.

4. The student will correctly sequence and follow 20 commands at 90% accuracy as judged by the clinicians in the following order:

   a) 2 part commands
   b) 3 part commands
   c) 4 part commands

5. Using auditory cues, the student will learn to correctly discriminate similar sounds in the following contexts:

   a) environmental sounds
   b) isolated sounds
   c) phonemic changes in
      1. syllables
      2. words-1 syllable
      3. words-2 syllables
      4. phrases
      5. sentences

6. The student will increase six specific characteristics (name, color, shape, size, parts, function, and composition) at 90% accuracy as judged by the clinician.

VISION

1. After listening to a short story; the student will be able to choose the correct answer from a choice of four, concerning "what and when" with 90% accuracy.

2. After listening to a short paragraph, the student will be able to choose the correct answer from a choice of four, concerning "where" with 100% accuracy.

3. After listening to a lengthy paragraph, the student will be able to choose the correct answer from a choice of four, concerning "who", "what", "where", and "when" with 90% accuracy.

HEARING IMPAIRED

1. When presented with a list of 20 spoken sentences, the student will indicate orally whether the sentence is in the present tense(now),the past tense(finished), or the future tense(will happen) with 90% accuracy of response in a quiet environment at a distance of three feet.

2. The student's functioning in school will be aided by insuring communication between the audiologist in evaluation, the district personnel dealing with the student, and the parents:

   a) upon request of the parents, a progress report will be sent by the hearing therapist to the audiologist prior to the audiological evaluation.

b) information, resources and in-service will be made available by the hearing therapist to the teacher and district.

c) parent conferences will be held by the hearing therapist to discuss the student's progress.

3. The student will follow a series of 10 directions presented orally without the aid of visual cues with 70% accuracy at a distance of three feet.

4. The student will learn to adjust the volumme of her hearing aid to appropriate level with therapist rating of satisfactory.

For programs using a specific reading and/or math series with a prescribed sequence of learning objectives, an alternate way of stating these short term objectives is acceptable. This would involve stating the objective, method of evaluation, and criterion in columnar fashion. The following IEP exerpts illustrate this technique.

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERION)		
	OBJECTIVE	EVALUATION	CRITERION
READING 1.Steve will increase his word attack skills.	Steve will be able to...... 1.1recognize the silent conconsonants. 1.2discriminate the short vowel sounds. 1.3recognize the sound symbol relationships for short vowels. (etc.)	Pre and post tests designed by the IU for each reading bloc will be administered.	80%
MATH 1.Steve will increase his math skills in the concept area.	Steve will demonstrate the ability to...... 1.1name fractional parts of figures. 1.2name fractional parts of sets. 1.3write equivalent fractions. 1.4recall from memory basic multiplication and addition facts. (etc.)	Pre and Post tests for each chapter are provided by the publisher of math curriculum being used.	Criterion has been established by the publisher on the Record and Prescription Chart for each chapter.

PRIVATE LICENSED FACILITIES

For students residing in Private Licensed Facilities, the following are the suggested procedures:

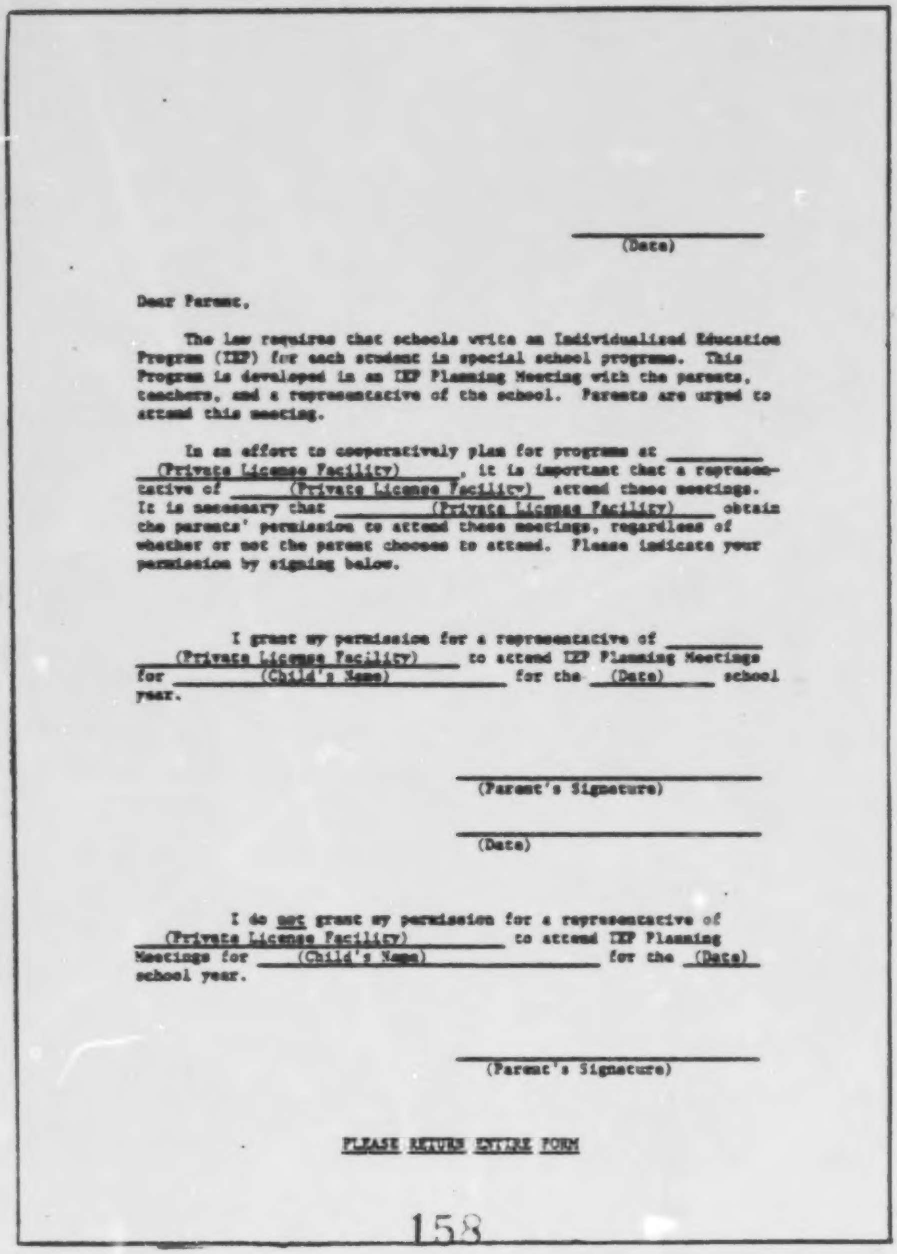
In all matters concerning the IEP, the student's natural parents or guardians should be contacted for conferencing and all mailings should be sent to them. In the case where the parents are unlocatable, all attempts to locate the parents should be documented. In the case where parents are still unlocatable, paperwork should be held until a surrogate is assigned. The parent can not delegate their responsibilities to a representative of the Private Licensed Facility.

If the parent/guardian/surrogate elects not to attend the IEP Planning Meeting the LEA Representative should acquire written permission from the parent for a representative of the Private Licensed Facility to attend.

Due to attempts to maintain a cooperative effort in planning and programming for students, a copy of the IEP should be sent to the Private Licensed Facility.

In all cases regarding students who reside in Private Licensed Facilities, it is imperative that the legal guardian be the person contacted regarding IEP procedures.

This is a suggested form for Private Licensed Facilities to send to parents of students who reside in their facility to obtain permission for a representative of the Private License Facility to attend I.E.P. Planning Meetings for the school year.



____
(Date)

Dear Parent,

The law requires that schools write an Individualized Education Program (IEP) for each student in special school programs. This Program is developed in an IEP Planning Meeting with the parents, teachers, and a representative of the school. Parents are urged to attend this meeting.

In an effort to cooperatively plan for programs at ___(Private License Facility)___, it is important that a representative of ___(Private License Facility)___ attend these meetings. It is necessary that ___(Private License Facility)___ obtain the parents' permission to attend these meetings, regardless of whether or not the parent chooses to attend. Please indicate your permission by signing below.

I grant my permission for a representative of ___(Private License Facility)___ to attend IEP Planning Meetings for ___(Child's Name)___ for the ___(Date)___ school year.

____
(Parent's Signature)

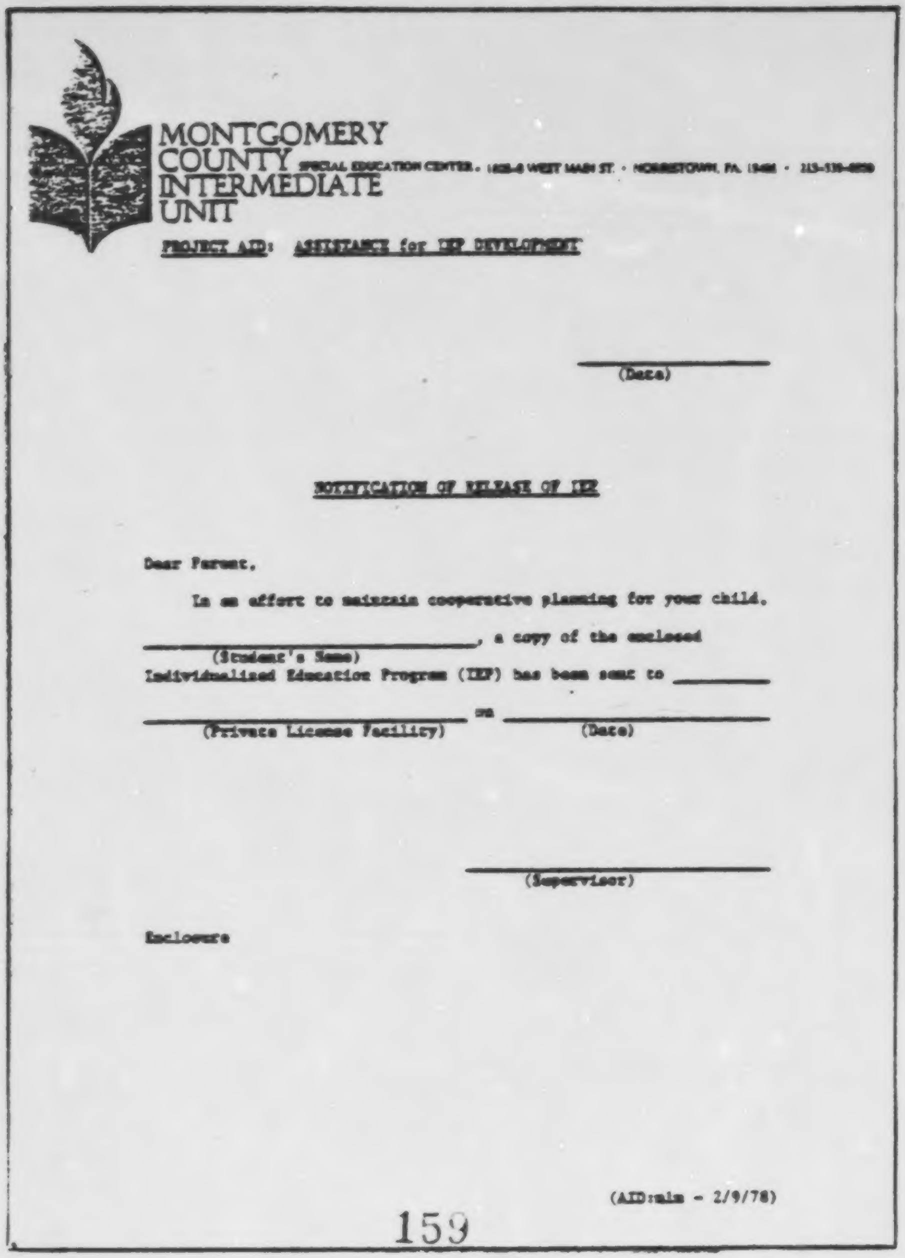
____
(Date)

I do not grant my permission for a representative of ___(Private License Facility)___ to attend IEP Planning Meetings for ___(Child's Name)___ for the ___(Date)___ school year.

____
(Parent's Signature)

PLEASE RETURN ENTIRE FORM

This form will be sent to the parents of students who reside in Private Licensed Facilities with the I.E.P. to notify them that their child's I.E.P. has been sent to the Private Licensed Facility.



MONTGOMERY
COUNTY
INTERMEDIATE
UNIT

SPECIAL EDUCATION CENTER • 1605-B WEST MAIN ST. • NORRISTOWN, PA 19401 • 215-539-8550

PROJECT AID: ASSISTANCE for IEP DEVELOPMENT

____
(Date)

NOTIFICATION OF RELEASE OF IEP

Dear Parent,

In an effort to maintain cooperative planning for your child,

__________________________, a copy of the enclosed
(Student's Name)
Individualized Education Program (IEP) has been sent to ________

________________________ on ________________________
(Private License Facility) (Date)

____
(Supervisor)

Enclosure

(AID:mlm - 2/9/78)

SURROGATE PARENTS

As defined in the State Standards for Special Education (Sec. 341.1), a surrogate parent is "a person appointed by the Intermediate Unit to act as a parent of a school-aged or preschool person when the parents are not known or unavailable, or when the school-aged person is a ward of the state."

"The person appointed shall not be an employee of the state or local education agency involved in the education or care of the school-aged person".

A representative of a private licensed facility or an Approved Private School cannot act as a surrogate parent for a child in their care unless the parent is unlocatable, and the representative of the Private Licensed Facility or Approved Private School has been officially designated as the surrogate parent.

VOCATIONAL EDUCATION

If a special education student is receiving vocational training at one of the area Vocational Technical Schools, the nature of his/her program must be considered before it is included in the I.E.P. If the program is essentially unmodified in any way, annual goals and short-term objectives are not required, but a statement of integration should be included to reflect this participation.

If, however, a special education student is receiving vocational training at one of the area Vocational Technical Schools, and the program has been modified in some way to meet his/her individual learning needs, this should be listed under his/her primary assignment with documentation of goals and objectives for the courses he/she is taking. In this case, a Vocational Technical School representative must be invited to participate in the I.E.P. Planning Meeting. At that meeting, the parent may request modifications as long as the modifications are a part of the available programs.

If a special education student is participating in a work study or job placement program, this should be included under primary assignment in the statement of integration.

STATE STANDARDS

State Standards are those procedures, definitions and criteria developed by the Pennsylvania Department of Education that are specifically designed to assist in the implementation and to expand upon the Regulations of the State Board of Education. They reflect the minimum operating criteria of the specific bureau writing them.

The following pages contain the State Standards for Special Education that determine how programs should operate as developed by the Bureau of Special and compensatory Education.

The Department of Agriculture, Bureau of Plant Industry, finds:

(1) That public notice of intention to adopt the administrative regulations adopted by this order has been duly given pursuant to §§ 201 and 202 of the CDL (45 P. S. §§ 1201 and 1202) and the regulations thereunder, 1 Pa. Code §§ 7.1 and 7.2.

(2) That the adoption of the regulations of the Department of Public Welfare, Bureau of Plant Industry in the manner provided in this order is necessary and appropriate for the administration of the authorizing statute.

The Department of Agriculture, Bureau of Plant Industry, acting pursuant to the authorizing statute, orders:

(A) The regulations of the Department of Agriculture, Bureau of Plant Industry, 7 Pa. Code, are amended by adding Chapter 120 (relating to fruit tree improvement program) to read as set forth at 7 Pa. B. 2144, July 30, 1977.

(B) The Secretary of Agriculture shall submit this order and 7 Pa. B. 2144, July 30, 1977, to the Department of Justice for approval as to legality as required by law.

(C) The Secretary of Agriculture shall duly certify this order and 7 Pa. Code, July 30, 1977, and deposit the same with the Legislative Reference Bureau as required by law.

(D) This order shall take effect immediately upon publication in the *Pennsylvania Bulletin*.

By the Department of Agriculture
Bureau of Plant Industry

KENT D. SHELHAMER,
Secretary of Agriculture

[Pa. B. Doc. No. 77-1790. Filed September 30, 1977, 9:00 a.m.]

Title 22—EDUCATION

DEPARTMENT OF EDUCATION

OFFICE OF BASIC EDUCATION

[22 PA. CODE CH. 341]

Standards for Special Education

September 22, 1977

The Department of Education, Office of Basic Education, by this order, adopts 22 Pa. Code Ch. 341 (relating to standards for special education).

Notice of proposed rule making was published at 7 Pa. B. 1100, on April 23, 1977.

The proposed regulations have been further amended to read as set forth in Annex A to this order.

The regulations hereby adopted are adopted pursuant to the authority contained in the act of May 9, 1949, (P. L. 1017) as amended (24 P. S. § 13-1371 *et seq.*) and 22 Pa. Code § 13.1 *et seq.*

The Office of Basic Education finds:

(1) That public notice of intention to adopt the administrative regulations adopted by this order has been duly given pursuant to §§ 201 and 202 of the CDL (45 P. S. §§ 1201 and 1202) and the regulations thereunder, 1 Pa. Code §§ 7.1 and 7.2.

(2) That the adoption of the regulations of the Office of Basic Education in the manner provided in this order is necessary and appropriate for the administration and enforcement of the authorizing statute.

The Office of Basic Education, acting pursuant to the authorizing statute, orders:

(A) The regulations of the Department of Education, Office of Basic Education, 22 Pa. Code, are amended by adopting Chapter 341 (relating to Standards for Special Education) to read as set forth in Annex A to this order.

(B) The Commissioner of the Office of Basic Education shall submit this order and Annex A hereto to the Department of Justice for approval as to legality as required by law.

(C) The Commissioner of the Office of Basic Education shall duly certify this order and Annex A hereto and deposit the same with the Legislative Reference Bureau as required by law.

(D) This order shall take effect immediately upon publication in the *Pennsylvania Bulletin*.

By the Department of Education, Office of Basic Education

FRANK S. MANCHESTER,
Commissioner
Office of Basic Education

Annex A

TITLE 22. EDUCATION

PART XVI. STANDARDS

CHAPTER 341. STANDARDS FOR SPECIAL EDUCATION

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§ 341.1. Definitions.

The following words and phrases, when used in this chapter, shall have, unless the context clearly indicates otherwise, the following meanings:

Change in educational status—Any assignment or reassignment based on evidence that the person is exceptional or thought to be exceptional; the following educational assignments are included: regular education, special education, no assignment or a change from one type of special education to another; any change shall be in accordance with an Individualized Education Program.

Department—The Department of Education of the Commonwealth.

Exceptional persons—Those persons evaluated in accordance with this chapter as being hearing impaired, mentally gifted and talented, mentally retarded, physically handicapped, learning disabled, brain damaged, speech and language impaired, socially and emotionally disturbed, visually impaired, or severely multihandicapped. These terms are further defined as follows:

(i) *Brain damage*—A moderate to severe injury to the brain, as identified by a neurological examination, resulting in severe behavior and learning disorders. Persons whose behavior and learning disorders are primarily the result of visual, hearing, or motor handicaps, mental retardation, emotional factors, or environmental disadvantage are not brain injured. The term brain damage does not include the condition known as minimal brain disfunction.

(ii) *Hearing impaired*—A hearing loss ranging from mild, that is, hard of hearing, to profound, that is, deaf, which interferes with the development of the communication process and results in failure to achieve full educational potential. A person shall be assigned to a program for the hearing impaired when the evaluation and Individualized Education Program indicate that such a program is appropriate; provided that the evaluation includes a report by an audiologist and otologist.

(iii) *Learning disability*—A deficiency in the acquisition of basic learning skills, including but not limited to, the ability to reason, think, read, write, spell or do mathematical calculations, as identified by an educational and psychological evaluation. Persons who have learning disorders which are primarily the result of visual, hearing, or other handicaps, mental retardation, emotional factors, or environmental disadvantage are not learning disabled. The term learning disability does not exclude the possibility that a learning disabled person may also exhibit such conditions as brain damage or minimal brain disfunction. A person shall be assigned to a program for the learning disabled when the evaluation and Individualized Education Program indicate that such a program is appropriate; provided that the evaluation clearly indicates that the person can demonstrate average or above average intellectual functioning on an appropriate intelligence measure. The evaluation shall include an assessment of specific academic strengths and weaknesses.

(iv) *Mentally gifted*—Outstanding intellectual and creative ability the development of which requires special activities or services not ordinarily provided in the regular program. Persons shall be assigned to a program for the gifted when they have an IQ of 130 or higher. A limited number of persons with IQ scores lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability.

(v) *Mentally retarded*—Impaired mental development which adversely affects the educational performance of a person. A mentally retarded person exhibits significantly impaired adaptive behavior in learning, maturation, or social adjustment as a result of subaverage intellectual functioning. The degree of retardation and the level of social and academic functioning, not deviant behavior patterns, shall be the factors in determining the individualized program. A person shall be assigned to a program for the mentally retarded when the evaluation and Individualized Education Program indicate that such a program is appropriate; provided that no person shall be assigned to a program for the:

(A) educable mentally retarded unless the IQ score of that person is lower than 80;

(B) trainable mentally retarded unless the IQ score of that person is lower than 55; or

(C) severely and profoundly mentally retarded unless the adaptive behavior of that person is so severely impaired that education programming is oriented to behaviors which may be considered absolutely basic to higher levels of skilled performance—individuals with an IQ score lower than 30 may be considered for these programs and shall be evaluated by a physician prior to assignment.

(vi) *Physically handicapped*—Orthopedic or other health impairments of sufficient magnitude to limit the classroom accommodation and educational performance of a person. A person shall be assigned to a program for the physically handicapped when the evaluation and Individualized Education Program indicate that such a program is appropriate; provided that the evaluation includes reports from a physician and a certified public school psychologist.

(vii) *Severely multihandicapped*—Persons who are diagnosed as having two or more of the following severe handicapping conditions required for assignment to approved private schools under § 171.23 of this title (relating to application for approved private school status):

(A) *Blind*—A visual handicap of a severe degree. Those persons in whom there is visual acuity of 20/200 or less in the better eye with correcting glasses or a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees.

(B) *Brain damage*—Those persons who manifest severe behavior and learning disorders resulting from a severe insult to the brain as identified by a neurological examination.

(C) *Cerebral palsy*—Those persons with severe bilateral, symmetrical, nonprogressive paralysis resulting from developmental defects in the brain or trauma at birth who cannot carry on independently the normal activities of daily living.

(D) *Deaf*—A hearing handicap of a severe degree. Those persons in whom the sense of hearing is nonfunctional for the ordinary purposes of life. This includes the congenitally and adventitiously deaf. The following represents hearing loss as defined by audiometer measurements: Severe hearing loss—60 db to 90 db; and Deaf—90 db or more in both ears.

(E) *Emotional disturbance*—Those persons who manifest a severe major affective psychosis which is characterized by a single disorder of mood, either extreme elation or depression, that dominates the mental life of the person and is responsible for whatever loss of contact they may have with their environment.

(F) *Muscular dystrophy*—Those persons who manifest a severe wasting away and atrophy of the muscles whereby they become nonambulatory, lose muscle power, and are unable to participate in normal activities of daily living.

(G) *Severely mentally retarded*—Those persons whose adaptive behavior is so severely impaired that educational programming is directed to behaviors that require closely supervised simple self-help and very simple work skills requiring full dependence upon others. This term is used to describe the degree of mental retardation present when intelligence testing is lower than an IQ of 25 as measured on individual psychological tests with no consideration of the standard error of measurement permitted. Those with such adaptive behavior and measured mental ability shall be considered for these programs and shall be evaluated by a physician prior to assignment.

(viii) *Socially and emotionally disturbed*—A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree: an inability to learn which cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms, pains, or fears associated with personal or school problems. A person shall be assigned to a program for the socially and emotionally disturbed when the evaluation and Individualized Education Program indicate that such a program is appropriate; provided that the evaluation includes reports from a board-certified or approved psychiatrist. No person shall be assigned to a program for the socially and emotionally disturbed for disciplinary reasons alone. Socially and emotionally disturbed children shall be psychiatrically reevaluated every two years.

(ix) *Speech and Language Impaired* — Communication disorders of impaired language, voice, fluency, or articulation to such a degree that academic achievement is invariably affected and that the condition is significantly handicapping to the affected person. A person shall be assigned to a program for the speech and language impaired when the screening by a speech clinician and the Individualized Education Program indicate that such a program is appropriate. Where appropriate, an evaluation by a certified public school psychologist or physician shall be performed.

(x) *Talented*—Outstanding talent as identified by a team of educators and professionals competent in the areas of art, music, dance, photographic arts, or theater the development of which requires special activities or services not ordinarily provided in the regular program. A person identified as talented shall be eligible to attend the Governor's School for the Arts.

(xi) *Visually impaired*—A visual impairment which adversely affects the educational performance of the person. A person shall be assigned to a program for the visually impaired when the evaluation and Individualized Education Program indicate that such a program is appropriate; provided that the evaluation includes an examination by an eye specialist and a written report of the nature and degree of the visual impairment.

IQ score—An IQ score with consideration for a plus or minus five standard error of measurement as measured by an individual psychological test.

Notice—Written notice in the language or mode of communication normally used by the person to whom the notice is being given.

Parent—A parent or guardian, or an individual acting as a surrogate parent in the absence of a parent or guardian of any person of school age.

School-aged person—Persons aged six to 21 and persons younger than six who are of the age at which regular education programs are provided in their school district of residence.

Special education—A basic education program planned to meet the educational needs of exceptional persons.

Surrogate parent—A person appointed by the intermediate unit to act as the parent of a school-aged person when the parents are not known or unavailable or when the school-aged person is a ward of the State. The person appointed shall not be an employe of the State or local education agency involved in the education or care of the school-aged person.

§ 341.11. Parent initiated identification.

(a) *General rule*. Any parent who believes that his child is exceptional and is not receiving appropriate special education programming may request, in writing, an evaluation of the child.

(b) *Conference*. A conference shall be scheduled within ten days of receipt of the written request. The conference shall include, but shall not be limited to, the parent, the teacher of the person, and a supervisor of special education or principal. Any person the parent wishes to invite may attend. Prior to the conference, the school district shall prepare written evidence supporting the appropriateness of the present program of the person or a recommendation for a change in assignment provided that no such recommendation is made until after an evaluation of the person has been performed in accordance with this chapter. At the conference, every effort shall be made to reach an amicable agreement, keeping in mind the best interest of the individual. If a change in assignment is recommended, an Individualized Education Program shall be developed at the conference.

(c) *Hearing*. Upon conclusion of the conference, the parent, if dissatisfied with the results of the conference, may request a hearing. The hearing procedures shall be in accordance with § 13.32(8)-(23) of this title (relating to school district initiated due process procedures).

§ 341.12. School district identification.

(a) *Policy*. Each school district shall adopt a policy for the identification of school-aged persons who may be in need of special education programs or services.

(b) *Coordination*. The policy shall be coordinated with the intermediate unit.

(c) *Group screening*. The policy shall refer to those group screening instruments which may be used as the basis for referral for evaluation. A group screening instrument is a basic test administered to or a procedure used with all children in a school, for example, achievement tests administered to all students in a school or to all students of a certain grade level, speech and language screening instruments, and visual and hearing tests administered in accordance with Article 14 of the Public School Code of 1949 (24 P. S. §§ 1401-14-1422).

(d) *Referrals*. The policy shall include a system by which persons who may be in need of special education are referred by parents, teachers, school nurses, and other professional employes for evaluation. At the same time, the parent shall be informed in accordance with subsection (e) of this section that the person has been referred for evaluation.

(e) *Notice to parents*. The parents of any person referred for evaluation shall be informed in writing:

(1) that the person has been referred for evaluation;

(2) of the basis upon which the referral was made;

(3) that the parent has the right to inspect and review all relevant school records;

(4) of the procedures and specific types of tests which will be used in the evaluation and the approximate dates of such procedures;

(5) of the right of the parents to meet with a public school psychologist to discuss the referral and proposed evaluation procedures;

(6) of the right of the parents to object to the evaluation and request a hearing in accordance with § 13.32 of this title (relating to school district initiated due process procedure).

(7) of the right of the parents to give or withhold their consent to the evaluation.

(f) *Conference*. The notice required by subsection (e) of this section may be given to the parents at a conference.

§ 341.13. Evaluation.

(a) *General rule*. An evaluation must be conducted in accordance with this section prior to the assignment of any person to a special education program or service or prior to the denial of assignment if the parent requests assignment. A person may, however, be assigned to itinerant speech and language service in accordance with subsection (g)(2) of this section after identification in accordance with § 341.12(c) of this title (relating to school district identification). In each instance, except for speech and language impaired, an individual psychological examination shall be administered by a certified public school psychologist prior to assignment to a special education program. For speech and language impaired, a psychological evaluation may be administered by a certified public school psychologist.

(b) *Individualized Education Program*. An evaluation requires the analysis and investigation necessary to develop an Individualized Education Program appropriate for the person as required by § 341.15 of this title (relating to Individualized Education Program). There shall be no change in educational status until the Individualized Education Program has been developed.

(c) *Scope*. The nature of the individual behavioral and learning characteristics of the person thought to be exceptional shall determine the psychological, educational, and other assessment services to be used in the evaluation and the uniqueness in procedures or protocols which may be used; provided that persons thought to have a specific exceptionality shall be evaluated in accordance with the minimum requirements for that exceptionality as provided in § 341.1 of this title (relating to definitions).

(d) *Tests*. Tests and similar evaluation materials shall be:

(1) administered in the native language or mode of communication of the child, unless it is clearly not feasible to do so;

(2) selected and administered so that the test results accurately reflect the person's aptitude, achievement level, or whatever other factor the test purports to measure rather than the person's impaired sensory, manual, or speaking skills except where such skills are the factors which the test purports to measure;

(3) professionally validated for the specific purpose for which they are to be used;

(4) administered by certified professional employes in accordance with the instructions provided by the producer of the test and sound professional practice; and

(5) selected and administered to assess specific areas of educational need and not merely a single general intelligence quotient.

(e) *Other information*. Information from sources other than ability or achievement tests, including information from the parents concerning the physical condition, sociocultural background, and adaptive behavior in home and school of the person, shall be considered in recommending assignments. No one test or type of test shall be used as the sole criterion for development of the Individualized Education Program.

(f) *Outside evaluation*. Reports and evaluations submitted by the person or parent shall be given full consideration by the school district in recommending assignments. No one test or type of test shall be used as the sole criterion for development of the Individualized Education Program.

(g) *Team*. All data collected under this section and the relevant school record of the person shall be reviewed and interpreted by a public school psychologist, the present teacher of the person, and a supervisor of special education or a school administrator or another person knowledgeable about the program and service options which may be appropriate for the person.

(1) If the review and interpretation results in a conclusion that the person is not exceptional, the parent shall be so notified in writing. The notice shall inform the parent of his right to:

(i) review all data collected on the child;

(ii) request a program placement conference in accordance with § 13.32 of this title (relating to school district initiated due process procedures); and

(iii) request a hearing on the recommendation in accordance with § 13.32 of this title (relating to school district initiated due process procedures).

(2) If the review and interpretation result in a recommendation to develop an Individualized Education Program, the parent shall be notified by letter that the school district:

(i) has identified the person as exceptional;

(ii) is recommending special education placement; and

(iii) shall arrange conference for parents to participate in the development of the Individualized Education Program.

§ 341.15. Individualized education program.

The Individualized Education Program for each person assigned to special education programs or services shall include:

(1) a statement of the present level of educational performance of the person;

(2) a statement of annual goals which describes the expected behaviors to be achieved through the implementation of the Individualized Education Program of the person;

(3) a statement of short-term instructional objectives;

(4) a statement of specific educational services to be provided to the child, including a description of all special education and related services required to meet the unique needs of the child, any special instructional media and materials to be provided, and the type of physical education program in which the child will participate;

(5) a description of the extent to which the child will be able to participate in regular education programs;

(6) the projected date for initiation and the anticipated duration of services; and

(7) appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the instructional objectives are being achieved.

§ 341.16. Individualized Education Program Conference.

(a) *Conference.* The Individualized Education Program shall be developed in a conference by:

(1) a representative of the school district or intermediate unit who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the person;

(2) the teacher of the person—if the person is assigned to or is to be assigned to an approved private school, the private school teacher and any other representative of the private school;

(3) the parents of the person;

(4) where appropriate, the person; and

(5) any person the parents want to attend.

(b) *Parent participation.* Each school district shall take steps to ensure that the parents of the person are present at the conference or are afforded the opportunity to participate. The conference shall be scheduled at a mutually agreed upon time and place unless it is clearly not possible or practical.

(1) In cases where it is not possible or not practical for all participants to attend, other alternatives to ensure full participation must be attempted, including individual or conference telephone calls.

(2) The Individualized Education Program conference may be conducted without the parent in attendance only if there is sufficient documentation of attempts to arrange a mutually agreed upon time and place, such as detailed records of telephone calls made or attempted and the results of such calls, copies of correspondence sent to the parents and any responses received, and detailed records of visits made to the home or place of employment of the parents and the results of such visits.

(3) If a parent has a communication barrier, such as deafness or a primary language other than English, the local educational agency shall provide an interpreter or take whatever action is necessary to ensure that the parent understands the proceedings.

(c) *Time.*

(1) There shall be no change in educational status until the Individualized Education Program has been developed in accordance with this section.

(2) For exceptional children currently receiving special education programs or services, the Individualized Education Program Conference shall be conducted prior to the 1977-78 school year.

(d) *Notice.* Upon completion of the Individualized Education Program conference, the due process notice may be given or mailed to the parent in accordance with § 13.32 of this title.

§ 341.17. Minimum annual review.

(a) *Review and revision.* Each Individualized Education Program shall be reviewed at least annually and, if appropriate, revised in accordance with § 341.16 (relating to conference).

(b) *Reevaluation.* At least once every two years, the review or revision, or both, of the Individualized Education Program shall be based on an analysis of the documented cumulative record of the student by a team in accordance with § 341.13(g) of this title (relating to evaluation). The reevaluation may include administration of individual psychological tests administered by a certified public school psychologist and other clinical examinations if needed. Parental consent is not required for a reevaluation. A reevaluation may be conducted more frequently than once every two years, if such is deemed appropriate by the local educational agency.

§ 341.18. Relation to hearing.

(a) The Individualized Education Program is an education program developed jointly by the parents and school personnel. The Individualized Education Program may be revised periodically in accordance with § 341.17(a) of this title (relating to minimum annual review). If a change in educational status, special education program, or related services provided to the student is to be recommended by the local educational agency as a revision of the Individualized Education Program, the provisions of § 341.16 of this title (relating to Individualized Education Program conference) are to be followed, and subsequent notice and right to a hearing is to be provided in accordance with § 13.32 of this title (relating to school district initiated due process procedures). A parent may request a reevaluation of the student's identification and assignment annually in accordance with § 13.33 of this title (relating to parent initiated due process procedures):

(b) If a hearing is requested, the hearing shall be held to determine the specific kinds of programs and services appropriate for the person, based on the evaluation conducted in accordance with § 341.13 of this title (relating to evaluation) and any subsequent reevaluation that may have been conducted. The hearing officer shall, after the hearing, issue an opinion and order defining the assignment, program, and services in such specificity as the hearing officer deems necessary. An Individualized Education Program document shall then be developed jointly, in conformity with the decision of the hearing officer, by the parents, school personnel, and, where appropriate, the person, in accordance with § 341.16 of this title (relating to Individualized Education Program conference) in order to supply any component of the Individualized Educational Program not noted, ruled upon, or recommended by the hearing officer in the decision of the hearing officer. The conference shall be scheduled within ten days after the decision has been rendered.

§ 341.21. General rule.

Special education programs and services shall be organized to effectively and efficiently implement the Individualized Education Program. Regardless of the choice of administrative arrangement, provision shall be made for the maximum amount of appropriate integration and contact with regular education students.

§ 341.22. Operating agent.

(a) *Designation.* The operating agent for special education programs and services shall be designated in the provisions of § 341.31 of this title (relating to plans).

(1) *District operation.* Special education programs and services shall be developed and operated by a school district when the school district is able to provide effective and efficient programs, including adequate housing and supervision.

(2) *Intermediate unit operation.* Special education programs and services shall be developed and operated by the intermediate unit when the school district cannot effectively and efficiently support such programs and services.

(3) *Cooperative agreement.* To meet the needs of individual school-aged exceptional persons, a cooperative agreement may be developed among districts and intermediate units.

(4) *Approved private school.* To meet the needs of certain individual school-aged exceptional persons, an approved private school assignment shall be recommended and approved by district and intermediate unit professional staff whenever an appropriate placement cannot be provided within the local public schools solely because of the nature and incidence of the handicapping condition of the student. Whenever a school district and intermediate unit agree that the only source of an appropriate program of education for a school-aged person is in an approved private school, in accordance with the stated admission policy of the particular school, the recommendation and supporting evidence shall be forwarded to the Department for final approval in accordance with § 171.13 and 171.16 of this title (relating to assignment and reevaluation).

(b) *Powers and duties.* The operating agent shall determine the operational, organizational, and administrative procedures of the special education programs and services it operates subject to the provisions of the school laws, Part I of this title (relating to Board of Education), and this chapter.

§ 341.31. Plans.

Special education programs and services shall be administered in accordance with the intermediate unit plan for special education as set forth in section 1372(2) of the Public School Code of 1949 (24 P. S. § 13-1372(2)).

§ 341.32. Development of plans.

Each intermediate unit shall annually revise its plan in cooperation with its constituent school districts and, where appropriate, with approved private schools and other intermediate units.

(1) *School district plans.* Each school district shall develop and maintain a plan which specifies all special education programs and services to be district-operated and which designates those programs and services required from the intermediate unit. The plan shall also identify those regular education programs which may be used to implement Individualized Education Programs.

(2) *Intermediate unit plans.* School district plans shall be incorporated in the intermediate unit plan. Intermediate unit plans shall specify the programs and services to be operated by the intermediate unit and shall incorporate those programs and services operated by individual school districts including regular education programs which may be used to implement individualized Education Programs. The plan shall specify those programs and services required from approved private schools.

§ 341.33. Content of plans.

In addition to the description of programs and services and needs required in § 341.32 of this title (relating to development of plans), each intermediate unit plan shall include the following:

(1) A policy for the identification of all school-aged persons in need of special education programs and services in accordance with § 341.12 of this title (relating to parent initiated identification).

(2) A strategy to provide immediately an appropriate education to any person identified under paragraph (1) of this section above who is receiving no education.

(3) A strategy and timetable to develop special education programs and services for those identified under paragraph (1) of this section who are not receiving appropriate special education programs and services. Such strategy shall reflect the following priorities in accordance with the specific needs determined by the school district and the intermediate unit:

(i) Programs and services shall be provided for the more severely handicapped before programs are provided for the less severely handicapped and for the more gifted before the less gifted.

(ii) Programs and services shall be developed in accordance with a planned curriculum to provide a continuum of programs and services appropriate for the age and development of the student.

(iii) Programs and services shall be developed to provide a continuance of programs and services for appropriate student assignments in accordance with the priority order as provided in § 13.11 (d) of this title (relating to program responsibilities).

§ 341.34. (Reserved).

§ 341.35. Approval of plans.

(a) *General rule.* Intermediate unit plans for the operation of special education programs and services shall be submitted to the Department of Education, Division of Special Education, for approval. Plans shall be approved when the requirements of §§ 341.31 and 341.32 of this title (relating to plans and development of plans) are met.

(b) *Criteria.* To determine compliance with §§ 341.32 and 341.33 the Department will apply the following criteria:

(1) Based on expected incidence rates, the programs are adequate in quantity to meet the needs of all severely handicapped persons within the intermediate unit.

(2) Based on expected incidence rates, the programs are adequate in quantity and variety to meet the needs of persons of every exceptionality as defined in § 341.1 of this title (relating to definitions).

(3) Based on expected incidence rates, there is a full continuum of programs and services to permit the least restrictive assignment and the appropriate services in accordance with § 13.11(d) (relating to program responsibilities) and § 341.51 of this title (relating to organization).

(4) Based on the following table, programs are adequate to deliver quality special education services. The plan may justify deviation from the table by describing why deviation will not affect or will enhance the quality of the programs.

Constant Enrollment [ADM] by Organizational Patterns*

Program Category and/or Level	*Itinerant*	*Resource Rooms*	*Part-Time*	*Full-Time*
EMR Elementary	15-50	15-20	10-15	10-15
EMR Secondary	15-50	15-20	15-18	10-15
TMR Elementary	None	None	10-15	8-12
TMR Secondary	None	None	15-18	8-15
S & P Retarded	None	None	None	4-8
SED Elementary	15-50	15-20	10-15	6-12
SED Secondary	15-50	15-20	10-15	8-12
BI/LD Elementary	15-50	15-20	10-15	6-12
BI/LD Secondary	15-50	15-20	10-15	8-12
HI E1./Sec.	15-50	5-15	6-10	5-8
SP&L E1./Sec.	20-90**	None	None	[None] 5-8
PH E1./Sec.	15-50	5-15	6-12	6-12
Detention E1./Sec.	None	None	None	1-15
VH E1./Sec.	15-50	5-15	8-15	5-12
Gifted Elementary	15-[50] 75	10-20	10-18	10-18
Gifted Secondary	15-[50] 75	10-20	10-18	10-18

* The teacher's register is to carry no less than the minimum *CE* [ADM] of any pattern in the *chart*.

**Sessions with the child for Speech and Language:
20 [ADM] *students* (5 sessions/student/week)
25 [ADM] *students* (4 sessions/student/week)
45 [ADM] *students* (2 sessions/student/week)
90 [ADM] *students* (1 session/student/week)

(5) Based on a review of the curriculum in accordance with § 341.55 of this title (relating to curriculum), the programs and services are educationally sound. The Department will develop and publish guidelines which describe appropriate kinds of curricula and types of service.

(c) *Disapproval.* Plans do not meet the requirements of §§ 341.31 and 341.32 will be disapproved. Prior to disapproval, appropriate division personnel will discuss the plan and suggest modifications with appropriate intermediate unit or school district personnel, or both.

(d) *Hearing.* If a plan is disapproved, the intermediate unit shall be entitled to a notice and a hearing in accordance with the Administrative Agency Law (71 P. S. §§ 1710.1-1710.51) and 1 Pa. Code Part II (relating to general rules of administration and procedure).

§ 341.51. Organization.

The following organizational patterns will be approved by the Department:

(a) *Regular programs.* Regular programs do not qualify for special education funding but may meet the needs of certain exceptional persons. Instruction shall emphasize both subject content and development of special skills in accordance with the individualized Education Program of the student.

(b) *Itinerant programs.* Itinerant programs shall be designed as follows:

(1) For students enrolled in regular classes who are generally expected to spend 25% or less of their time with an itinerant special education teacher. The itinerant teacher travels from school to school and instructs students in the development of special skills in accordance with the Individualized Education Program of the student.

(2) For students who have multihandicapping conditions enrolled in a special education class and who are required to spend up to 25% of their time in supportive instruction in skill development in accordance with the Individualized Education Program of the student. Instruction is provided on an individual or small-group basis by an itinerant special education teacher who travels from school to school.

(c) *Resource room.* Resource rooms shall be designed for students who are generally expected to spend 50% or less of their time with the special education teacher, whether in individual or in small-group instruction. Instruction shall emphasize development of special skills in accordance with the Individualized Education Program of the student rather than subject content. For the remainder of their time, students are assigned to regular education programs or to other types of special education programs.

(d) *Part-time special class.* Part-time special classes shall be designed for students who are generally expected to spend 50% to 85% of their time with the special education teacher. Instruction shall emphasize both subject content and development of special skills in accordance with the Individualized Education Program of the student. Up to 10% of the student time shall be spent in related activities as described under subsection (a) of this section. For the remaining time, students are released to participate in individual work experience, work training, or vocational education programs while their special education teacher is assigned to instruct a second group of students or to perform other responsibilities.

(e) *Full-time special class.* Full-time special classes shall be designed for students who are generally expected to spend 85% or more of their time with the special education teacher. Instruction shall emphasize both subject content and development of special skills in accordance with the Individualized Education Program of the student. The remaining student time shall be spent in related activities, such as art, music, physical education, industrial arts, and home economics, with emphasis on the concept of mainstreaming on an individual or group assignment basis.

§ 341.53. Grouping.

(a) Students shall be grouped according to their needs and chronological age in accordance with the following, provided that individual students shall be assigned in accordance with their Individualized Education Program:

(1) *Elementary.* Elementary programs shall include exceptional school-aged persons up to approximately 12 years and six months of age.

(i) Primary programs, when established, shall include school-aged exceptional persons up to approximately nine years and six months of age.

(ii) Intermediate programs, when established, shall include school-aged exceptional persons from approximately nine years and six months to approximately 12 years and six months of age.

(2) *Secondary.* Secondary school programs shall include exceptional school-aged persons from approximately 12 years and six months to 21 years of age. If the exceptional school-aged person reaches the age of 21 any time after the school year begins, the person shall be allowed to continue in the program for that entire school year.

(1) Junior high school programs, when established, shall include school-aged exceptional persons from approximately 12 years and six months to approximately 15 years and six months of age.

(2) Senior high school programs, when established, shall include school-aged exceptional persons from approximately 15 years and six months to 21 years. If the exceptional school-aged person reaches the age of 21 after the school year begins, the person shall be allowed to continue in the program for that entire school year.

(d) *Middle schools.* Middle school programs shall be established by prior approval from the Department in order to meet particular grouping arrangements within these schools.

§ 341.55. Curricula.

(a) *General rule.* Special education curricula shall be designed to meet the needs of special persons and shall be adapted, wherever possible, from regular curricula.

(b) *Integration.* Special education curricula shall be designed to coincide with regular education curricula and shall allow for and lead to the integration of school-aged exceptional persons in regular education programs when their needs dictate that regular education curricula is more appropriate.

(c) *Life skills.* Special education curricula shall be designed to stress general life skills and to maximize independence for those school-aged exceptional persons who differ to such an extent that their needs dictate curricular offerings different from those in regular education.

(d) *Competencies.* The curricula shall call for the acquisition of specific competencies in all areas of development, that is, cognitive, language, social, motor, self-help, vocational, and the like, in accordance with the Individualized Education Program of the student.

(e) *Review.* Special education curricula shall be subject to a review at least every two years and to revision as required.

§ 341.57. Personnel.

(a) *Certification.* Professional personnel shall meet the standards as defined in the Department of Education Professional and Staffing Policies and Guidelines for Certification of Professional School Personnel. Teachers shall hold the proper certification for special education assignment.

(b) *Paraprofessionals.* Paraprofessional and supportive personnel shall be employed in accordance with specific program needs.

(c) *Supervision.* Supervisory personnel shall be certificated and assigned in accordance with Professional Personnel and Staff Policies and Guidelines for Certification of Professional School Personnel.

(d) *In-service training.* School districts or intermediate units, or both, shall provide in-service training for teachers, special and regular, principals, administrators, and supporting staff responsible for programs for school-aged exceptional persons.

§ 341.58. Instructional materials, equipment, and supplies.

(a) *General rule.* Instructional materials, equipment, and supplies provided for exceptional school-aged persons shall be equivalent to those provided for school-aged persons in regular education and of comparable age, grade, and interest levels, with such modifications as may be necessary to meet the individual needs of the exceptional school-aged person and shall be subject to a review and approval by the Department.

(b) *Furniture.* Furniture shall be suited to the age, size, physical status, and individual needs of exceptional school-aged persons and shall be subject to review and approval by the Department.

(c) *Special equipment.* Exceptional school-aged persons who require special instructional materials, supplies, and equipment shall be provided with these items in accordance with the Individualized Education Program.

§ 341.59. Facilities.

(a) *General rule.* Special education schools and classrooms shall be comparable to regular schools and classrooms and shall conform to the requirements of school building regulations prescribed by the Department of Labor and Industry.

(b) *Conditions.* Facilities for special education programs and services shall include proper conditions for lighting, natural and artificial, ventilation, acoustical treatment, heating, and storage of materials and adequate supplies to insure a barrier-free learning environment.

(c) *Itinerant staff.* Itinerant teachers and specialists shall be provided with suitable and appropriate space for working with exceptional school-aged persons individually or in small groups within a school building.

§ 341.71. Special education budgets.

(a) *Preparation.* Each intermediate unit shall prepare annually, in conjunction with its component school districts, a budget for the operation of special education programs and services.

(b) *Forms.* The budgets shall be prepared on budget forms which identify the costs of intermediate unit special education programs and the excess costs of school district special education programs. For this purpose, average daily membership shall be calculated and reported as follows:

(1) *Equivalent full-time* Average Daily Membership (EFT/ADM) in speech and language itinerant service shall be calculated and reported in accordance with section 2509 of the Public School Code of 1949 (24 P. S. § 25-2509).

(2) *Equivalent full-time* Average Daily Membership (EFT/ADM) for all other "itinerant service" shall be four.

(3) *Equivalent full-time* Average Daily Membership (EFT/ADM) for all resource rooms shall be six.

(4) *Equivalent full-time* Average Daily Membership (EFT/ADM) for part-time and full-time special education classes shall be the number of persons assigned multiplied by the percentage of time in special education.

(c) *Submission.* Prior to funding, each intermediate unit budget shall be submitted to the Department of Education, Division of Special Education. The Division will review budget submissions to insure that requested program funding is reasonable and consistent with the intermediate unit plan for the operation of special education programs and services.

(d) *Approval.* A budget will be approved when the fund request is reasonable and conforms to the intermediate unit plan for the operation of special education programs.

(e) *Disapproval.* The Secretary of Education may disapprove a budget or a line item in a budget if, after consultation with the Division of Special Education, the Secretary determines that the request for funding is not reasonable or not consistent with the intermediate unit plan for the operation of special education programs and services.

(1) Prior to disapproval, appropriate Department personnel will discuss the budget and the plan with the appropriate school district and intermediate unit personnel.

(2) If a budget or a line item in a budget is disapproved, the intermediate unit shall be entitled to a notice and a hearing in accordance with the Administrative Agency Law (71 P. S. §§ 1710.1-1710.51) and 1 Pa. Code, Part II (relating to general rules of administration and procedure).

[Pa. B. Doc. No. 77-1616. Filed September 30, 1977, 9:00 a.m.]

Title 25—ENVIRONMENTAL RESOURCES

PART I. DEPARTMENT OF ENVIRONMENTAL RESOURCES

ENVIRONMENTAL QUALITY BOARD

[25 PA. CODE CH. 31]

Ski Lift Fees for State Park Operated Ski Areas; Family Cabin Rental Fees

September 21, 1977

Before members: Dr. Maurice K. Goddard, Chairman; William Montgomery; Charles Welsh; Harold Huber; Kent Shellhamer; James Weaver; Albert Hydeman; Ralph Abele; Glenn Bowers; Louis Carter; Jack Brizius; William Wewer; Senator Robert Mellow; Senator Edwin Holl; Rep. Raphael Musto; Rep. Roy W. Wilt; Norman Childs; Russell Haller; John Elliott; Leonard Green; Steven Pernick.

On July 26, 1977, proposals to amend Chapter 31 of the rules and regulations of the Department of Environmental Resources, by amending § 31.61 (relating to State Park operated ski areas) and by adding § 31.73 (relating to family cabin rental fees) were presented for consideration to the Environmental Quality Board.

Notice of proposed rule making was published in 7 Pa. B. 2201. No com-

CONTENT

1. What is included under primary assignment?

   Speech, hearing, vision and other due processed assignments such as: self-contained classes, resource room placements, gifted programs and regular class placement are to be included.

2. What is included under related services?

   Related services include regular and/or adaptive physical education, bus transportation, physical therapy, occupational therapy, group therapy, social work, professional consultation to teachers, and medical only for diagnostic purposes.

3. Define "date of initiation."

   The date of initiation for newly entering students would be the projected date of the anticipated approval of the notice of recommended assignment stated as month and year. For continuing students, the date of initiation would be the date of the approval of the review/revision IEP stated as month and year.

4. What is included under special media or materials?

   The necessary special media or materials not normally found in regular education (such as Braille materials, Visual Tek, ramps, electronic communication boards, helmets, or wheelchairs).

5. If a student will be receiving itinerant services must the amount of time be indicated?

   It is sufficient to just list the itinerant service under primary assignment without specifying the amount of time.

6. If a child is in a self-contained class and will be integrated in a subject or two in the future, can there be a statement to that effect?

   Yes, a statement of integration is a necessary component of the IEP and can reflect future integration.

7. Must the percentage of time or number of periods per week be listed for integration?

   No, because doing so would make the IEP too restrictive.

8. Must the statement of present educational levels be totally objective?

   The statement of present educational levels must be documentable but not necessarily procedurally standardized. For example, informal teacher designed instruments should be documentable.

9. How recent must educational evaluations be for the purpose of writing present educational levels?

   In no case should the information be more than one year old for formal testing but, preferably, should be from the current school year. For informal inventories (teacher evaluations), the data should be immediate.

10. How do you state present educational levels if there is a large discrepancy between test scores purportedly measuring the same attribute?

    Professional discretion as to what score is the more valid should be used.

11. How interpretive should the reporting of test scores be for present educational levels.

    You should be able to interpret the student's relative strengths and weaknesses and have documentation available for those scores listed. Do not list only tests and test scores.

12. Is it advisable to use an IQ score in the statement of present educational levels?

    No, the use of IQ scores should be discouraged. However, if it is educationally relevant for programming, a range of intellectual functioning could be included.

13. What information from the psychological evaluation should be included in the statement of present educational levels?

    Only the information that is educationally relevant should be included. In order to insure accurate interpretation of educationally relevant information, the psychologist should have direct input into the writing of this portion of the IEP.

14. Who should interpret educationally relevant information contained in neurological and other medical reports?

    The originator of the report is best qualified to interpret this information.

15. If a student has affective goals on the IEP, must there be information included in the present educational levels to indicate the need for these goals?

    Yes, any goals must be developed from information provided in current educational levels.

16. What is the relationship between present educational levels and annual goals?

    Annual goals should be clearly reflected in the present levels of functioning.

17. When does adaptive physical education need goals and objectives?

    Whenever a program is modified for a child's mental or physical handicap on an individual basis. Group adaptive physical education does not need goals and objectives. For children who receive only speech, and in addition, receive regular or adaptive physical education, goals and objectives for physical education need not be listed on the IEP.

18. Are goals and objectives required for regular physical education whether integrated or with the special education class as a group?

    No, goals and objectives are not required.

19. If you change a student's reading series during the year but the annual goals remain the same, is it necessary to revise the IEP?

    No, a revision is not necessary.

20. To what extent can behavior modification programs be built into the IEP?

    Do not list the programs under annual goals but rather under short-term objectives due to the highly restrictive nature of behavior modification programs.

21. How will the IEP reflect tutoring taking place in the resource room?

    If the student is receiving only tutoring, the annual goals and short-term objectives might be focused on study skills, academic support, etc.

22. Is there a mandated number of short-term objectives?

    No, there is not a mandated number of short-term objectives.

23. What is the reasoning behind making the listing of "Methods, Media and Materials" as part of the short-term objectives optional?

The listing of "Methods, Media and Materials" could make the IEP very restrictive.

24. If a special education class goes to shop, art or music as a group (not integrated) but that program is with the regular shop, art or music teacher and essentially unmodified, are these listed as services?

No, they are not services.

25. If a student is being seen on a regular basis by the guidance counselor, does that get noted on the IEP and, if so, where?

Guidance counseling is not listed per se, unless the student is receiving a counseling service over and beyond that which the general student population is receiving. This gets noted on the IEP under related services.

26. If a student will be receiving physical therapy or occupational therapy but the doctor's prescription has not yet been received, how is that information indicated on the IEP?

If the doctor has not yet issued a prescription, you can enter "physical therapy will be provided pending receipt of prescription" under related services.

27. If a student receives medication in school, does that get noted on the IEP, and if so, where?

No, only "medical for diagnostic purposes" is included under related services on the IEP.

28. How often must psychological data be reviewed?

Psychological data must be reviewed every 2 years.

29. In the psychological reevaluation, must an IQ test be included?

No, an IQ test need not be readministered. However, in most cases, reevaluation is often desirable to insure the information is current and reflects the student's true level of performance at that time.

30. Does the date of annual review have to be specified or is it sufficient to write something such as:..."within twelve months of the date written."

The day, month, and year must be specified. It should be one year from the date written.

31. Is the appropriateness of transportation a factor to be considered at an IEP planning meeting?

It could become a factor and, therefore, it might be discussed at the IEP planning meeting.

32. If bus transportation is available to the student, but the parent chooses to transport the student, how should transportation be listed on the IEP?

Bus transportation available, but parent chooses to transport.

33. If a behavior modification program is to be carried over onto the school bus, how is that to be handled on the IEP?

Only those portions of the educational program that the educator can professionally supervise are to be included on an IEP.

34. What kinds of program changes constitute an IEP revision?

If there is a change in annual goals, primary assignments, or related services, a revision is necessary. The parents must be offered an IEP planning meeting prior to the changes taking place.

PROCEDURES

1. Most IEP's always be done in September, or can they be staggered throughout the year?

   Not all IEP's have to be done in September, in fact, staggering is to be encouraged.

2. If they are to be staggered, how are they to have relevance being that they are not aligned with the natural school year in terms of assessments, goals, etc.?

   If the annual goals have been written to reflect educational needs, an IEP written in March of one year could still be valid at the start of the next school year, although the short-term objectives might be changed in September.

3. How many copies of the IEP are to be made, and who gets the original?

   It is suggested that at least three copies be made. They are to be sent to the parents, the district of residence and the original is to be kept by the teacher. The Intermediate Unit will use 5 copy NCR forms(teacher, parents, district of residence, operating agent, and other).

4. Who determines whether it is appropriate for the students to attend IEP planning meetings?

   It is a decision made by the parent in conjunction with the teacher and the local education agency representative.

5. May teachers invite other people to attend IEP planning meetings?

   The teacher can request of their supervisor additional people who may substantially further the goals of that conference.

6. When must a Local Education Agency representative be present at regularly scheduled yearly conferences?

   The Local Education Agency representative must attend all IEP related conferences.

7. To what extent can the District Local Education Agency Representative modify Intermediate Unit itinerant contact because of parental request?

   The District Local Education Agency Representative cannot arbitrarily attempt to appease parents by suggesting to parents and itinerant teacher that the frequency of contact be changed. This topic should be taken under advisement by the Local Education Agency Representative who should contact the Intermediate Unit itinerant supervisor.

8. If a student moves to a new district, must a new IEP be written before he/she is placed in a special class?

   If the student's classification stays the same (ex., EMR to EMR) the IEP is transferrable even from out-of-state.

9. If a student is receiving in-home instruction, can the Notice of Recommended Assignment and the IEP be handed to the parents?

   Yes, both may be hand delivered.

10. Are computerized IEP's acceptable?

    Yes, if they maintain individuality and quality.

11. How is an IEP officially terminated?

    An IEP is terminated when a student is due processed out of a program. An IEP indicating full integration into regular education should accompany the notice of recommended assignment.

12. What happens to the IEP after revisions are made?

    All IEP's are kept in the cumulative or central file.

LEGAL CONCERNS

1. If a student is over 18 years old, how much responsibility can he be given in terms of conferences and signing of documents?

   If the student signed the due process, he can be given the responsibility for also signing the IEP.

2. What should be done when a parent demands a modification in a service being offered that the Local Education Agency cannot financially provide?

   The parent must request another conference(s) or pre-hearing conference. If issues are still unresolved, a hearing will be scheduled.

3. Who provides physical education instruction for an exceptional student when integration into regular physical education is appropriate?

   If integration into a regular physical education class is the least restrictive environment, then the district must provide it for that student.

4. What aspects of the IEP process will the regional reviewer be checking?

   The regional reviewer will be checking for the presence or absence of the seven mandated components.

5. What plans are being made to assist and supervise the IEP effort after this year?

   The Pennsylvania Department of Education has indicated that they might be asking each Intermediate Unit to have an IEP coordinator after July 1, 1978. The exact relationship between IEP coordinator and the districts, Intermediate Unit personnel and other educational personnel is as yet undefined.

6. What should be done when parents disagree with the content of the IEP or the nature of the placement?

   The parent will request a pre-hearing conference in the hope of amicably resolving the differences before requesting a hearing.

7. How many days do the parents have in which to respond to the Notice of Recommended Assignment and IEP before it automatically becomes effective?

    Within ten days if received by Certified Mail and within five days if Notice was received by parent in person.

PARENT INVOLVEMENT

1. If the parent fails to respond to the mailings and has no phone, are home visits required?

   Yes, you must use two of the three ways to reach the parents (e.g., written letter, telephone call, or visit to home or place of employment) and document each contact.

2. To what length is the local education agency required to go in attempting to involve disinterested parents?

   It should make every reasonable effort to involve the parents.

3. If all attempts to involve disinterested parents in IEP Planning Meetings fail, what then?

   The IEP will be written and mailed out. At this time, the parents can still approve or disapprove the IEP and/or placement.

4. What if parents adamantly say they do not want an IEP for their child?

   First, the fact that the IEP is required by law must be explained to the parents. Then the IEP would be written without the parents' input and mailed to them.

5. In providing "full information" to parents, how far can the concept of "appropriate communication" be carried? (e.g., foreign language, blind, illiterate, retarded, etc.)

   The native language of the parent and/or student must be used. If, in addition, communication deficits exist on the part of the parents, suitable restatements of concepts must be used.

6. Can the foster parents who are not the legal guardian receive a copy of the IEP?

   Yes, they can.

7. If a parent requests Local Education Agency members of the evaluation team(e.g., educational evaluators, psychiatrists, speech therapists, etc.) to attend conferences, are the invitees obligated to do so?

   Parents may request these people to attend but it is merely an invitation.

8. What assurances are there that the IEP will not be used by parents as an accountability document for teacher performance?

   Under Public Law 94-142, the IEP guarantees only the offering of the stated goals, objectives, programs and services, not the levels of child performance. The teacher is only accountable to document that he or she made attempts to reach the goal.

GIFTED EDUCATION

1. If there is more than one special education teacher from the same primary assignment (e.g. Gifted) working with an exceptional student, must all of those teachers attend the planning conference(s)?

   No. One of the teachers can represent all of the others.

2. Must IEP's be written this year for gifted high school students?

   IEP's for gifted high school students in programs as of September 1977, must be written by September 1, 1978. However, it seems necessary to start the process this school year to meet the September 1 deadline.

3. Should an IEP for the gifted students emphasize strengths or weaknesses?

   Since programs for the gifted capitalize upon a student's strengths the IEP most logically will reflect this. However, this does not mean that weaknesses cannot be addressed whether in the regular or special education program.

4. Can a gifted student attend an IEP Planning Meeting?

   Yes, the student can attend this meeting and have input into his IEP.

5. Should IEP's for gifted students be written to reflect this year's or next year's program?

   If an IEP is written at the beginning of 1978, for example in January or February, and is approved by a parent it must be implemented right away. Therefore, it must reflect the special education program to be started immediately after approval. The program will continue until the IEP is reviewed.

   If an IEP is written in May, June, or during the summer it will describe the 1978-1979 school year program.

6. Can a newly identified child (after October 1, 1977) be placed in a program prior to the IEP being written and approved?

   No child identified after October 1, 1977 can be placed in a special education program for the gifted until an IEP has been written and approved.

7. How is the IEP approved for continuing placement gifted students, that is, pupils identified before October 1, 1977, since the due process was already sent out?

   The IEP for continuing students is sent with an approval form specially designed for the "initial" IEP that will be written for each gifted student. For any IEP written after the "initial" one, the due process form will accompany the IEP.

8. How are parents invited to the IEP Planning Meeting for continuing placement gifted students?

   There is a special IEP Planning Meeting form that will invite parents to help develop the "initial" IEP for their gifted child. This will only be used for the first IEP for continuing students. When the time comes for a review, the review form that all other exceptionalities use will be employed and this is the form you will continue to use.

9. If an IEP for a continuing gifted student is about to be written but an IEP for another primary assignment is already in effect, how is this handled?

   This calls for a revision of the IEP. The existing document, for example one dealing with a Speech or Learning and Adjustment program, must be revised to include the present educational levels, primary assignment, annual goals, and short-term objectives for the gifted program.

   An IEP review form is sent to the parents and an IEP Planning Meeting held.

PRESCHOOL EDUCATION

1. Can due process forms be initiated in conjunction with the development of the preschool IEP?

    Do not initiate school age due process forms, even modified.

2. Can school age forms and formats be modified appropriately for use with preschool program planning?

    For preschool procedures, forms and formats are different than school age forms and formats.

3. Do signatures on the preschool IEP assurance form indicate approval or simply participation?

    Initials indicate participation; signatures indicate approval.

4. How should the provision of adaptive physical education and/or speech therapy be documented on the IEP?

    They should be listed in the Program Summary section of the assurance page (in addition to the primary assignment), detailing dates, hours per week, type of setting, and staff provider, as required.

    Present levels, goals, and objectives must be written and must either become part of the IEP in the appropriate area (i.e. motor or communication) or be attached.

VOCATIONAL EDUCATION

1. If an exceptional student goes to Vocational Technical School and the program is essentially unmodified in any way, is an IEP necessary?

   Annual goals or short-term objectives would not be necessary but a statement of integration should be included under primary assignment.

2. Who will write IEP's for students in Vocational Technical School when the Vocational Technical program is modified? Is it the job of the Vocational Technical teacher or will the classroom teacher write it and send it to the Vocational Technical Center?

   A Vocational Technical School representative must be invited to assist the writing efforts at the IEP planning meeting.

3. How is work study being included in the IEP?

   Work study should be included in the statement of integration as part of primary assignment.

4. How are job placement programs being handled?

   Job placement should be included in the statement of integration as part of primary assignment.

APPROVED PRIVATE SCHOOL

1. Who is the Local Education Agency Representative for Approved Private School students?

   The district of residence of the parents is always the Local Education Agency Representative for Approved Private School students.

2. Who is the operating agent for Approved Private Schools?

   On the IEP form, list the home district of the student and the name of the Approved Private School.

3. Is an Approved Private School obligated to contact the home districts of out-of-state students to develop IEP's?

   No, it is the responsibility of the home district to contact the Approved Private School.

4. When an Approved Private School has students from other counties, and states, whose IEP format and procedures are they required to use?

   The suggested consortium agreement is being recommended, whereby the procedures and forms of the Intermediate Unit in which the Approved Private School is located are used.

5. What primary assignments and/or services is a student entitled to free-of-charge if attending an Approved Private School?

   Everything that is provided free by the sending school district and/or Intermediate Unit must be provided free-of-charge by the Approved Private School.

6. Can the district add on items to an IEP that they feel should be included as part of a free education, i.e. speech?

   Yes, the district is responsible for primary assignments and services being included on the Approved Private School's IEP. If the Approved Private School refused to comply, the district can withdraw the student from the Approved Private School and find another placement.

7. For parent conferences of district students in an Approved Private School, where are they held and who arranges and chairs the meetings?

   This agreement is to be worked out by the district involved and the Approved Private School.

PRIVATE LICENSED FACILITY

1. If a student is a resident of a Private Licensed Facility which does not have legal guardianship of the student, and the parents choose not to attend the IEP planning meeting can the Private Licensed Facility request to attend the IEP planning meeting and sign as "Other"?

    The Private Licensed Facility can sign as "Other" providing they have documented permission from the parent.

2. A student is residing at a Private Licensed Facility which does not have guardianship and the parent is unlocatable, therefore all mailings have been returned with address unknown. Can we assume the IEP is accepted by default?

    The IEP would not be considered approved by default until it had been sent to an officially approved surrogate.

3. If a student who resides at a Private Licensed Facility has no parents, no surrogate, or no designated legal guardian, who receives the mailings and the IEP?

    All documentation is held until a surrogate is officially assigned.

4. If a student is placed in a Private Licensed Facility by the court, and the parents are not to know where their child is because it has been deemed harmful to the student, who is contacted in relation to the IEP?

    Attempt to find out who maintains legal guardianship through the court.

5. For a student in a Private Licensed Facility, what components of a 24 hour program should be included in the IEP?

    An IEP only includes those portions of the school day which are educationally relevant.

6. Can the parent of a student in a Private Licensed Facility delegate the authority to sign off or approve the IEP to a representative of the Private Licensed Facility?

    No, this authority cannot be delegated to a representative of the Private Licensed Facility.

7. Can a Private Licensed Facility ask to attend conferences if the parent is unlocatable?

   No, it may not.

8. Can parents delegate a representative on their behalf who will attend conferences and who will ultimately have the power to approve or disapprove the IEP?

   No, they may not.

GLOSSARY

ANNUAL GOALS - A general statement describing the child's progress in one year. Ex. - The student will increase his word recognition skills.

APS - Approved Private Schools

BI - Brain Injured

CDE - Center for Developmental Education

DATE OF ANNUAL REVIEW - The date when the IEP will be reviewed and updated. This must be done within twelve months.

DUE PROCESS - Legal procedures available to the citizens before the state and/or districts can deny them certain important rights and privileges.

EFFECTIVE DATE - The day the parent approves of the IEP.

EMR - Educable Mentally Retarded

HI - Hearing Impaired

IEP - Individualized Education Program

IEP PLANNING MEETING - The meeting with parents, teacher or teachers, and LEA Representative to discuss concerns and begin developing an IEP.

IMT or MIT - Itinerant Master Teacher

INTEGRATION - An educational technique used to return a child from special education to regular education in appropriate successive steps.

L&A - Learning and Adjustment

LD - Learning Disabilities

LEAST RESTRICTIVE ENVIRONMENT - The most appropriate educational placement

LEA - Local Education Agency (The school district or Intermediate Unit)

LEA REP - The Local Educational Agency Representative - a person selected in a building, program, or district who will participate in all conferences discussing the IEP.

MAINSTREAMING - Educating handicapped children as closely as possible with their normal peers.

MCIU - Montgomery County Intermediate Unit

OPERATING AGENCY - The agency which operates the class.

OT - Occupational Therapy

PH - Physically Handicapped

PL94-142 - PL = Public Law
142 = the 142nd Act of the 94th Congress
94 = the 94th Congress

PLF - Private License Facility

PRESENT EDUCATIONAL LEVELS - A statement describing where the student's instruction should begin.

PRIMARY ASSIGNMENT - The class or classes to which a student is assigned.
Ex. - Self-contained, resource room, regular class, language, speech, hearing and/or vision.

PT - Physical Therapy

SED - Socially and Emotionally Disturbed

SERVICES - Means transportation and other available services that help the child benefit from special education.

SHORT-TERM OBJECTIVES - Steps used to achieve annual goals.
Ex. - Given 20 words, the student will identify the initial consonant blend with 80% accuracy.

SPI - Severely and Profoundly Impaired

S/PMR - Severely and Profoundly Mentally Retarded

TMR - Trainable Mentally Retarded

UG - Ungraded

VI - Visually Impaired